OISE/UT LIBRARY
3 0005 03175795 1

Course Profiles

District School Board Writing Partnership

Course Profile

English in Daily Life, ESLBO

ESL Level 2
Open

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

OHEC
428.007
12713
059MET/Es
Eng.D.L.
10P no.2
op c.2

April 2000

Course Profiles are professional development materials designed to help teachers implement the new Grade 10 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

© Queen's Printer for Ontario, 2000

Acknowledgments

Public District School Board Writing Team – English as a Second Language

Lead Board

Toronto District School Board

Course Profile Writing Team

Hazel Excell
Sandra Katz
Alison Kelsey
Barbara Landry
Barbara Leitch
Lesley Macdonald
Paula Markus (Team Leader)
Betty Ann Taylor
Moira Wong

Word Processing Consultant

Françoise Laraia

ISDC - 2819

Course Overview
English in Daily Life, ESL Level 2, Open, ESLBO

LIBRARY
JUN 14 2001
OISE/UT

Identifying Information

Course Title: English in Daily Life
Course Type: Open
Development Date: February 2000
Ministry Course Code: ESLBO
Credit Value: 1
Secondary Policy Document: ESL/ELD
Course Developers: Hazel Excell, Sandra Katz, Alison Kelsey, Barbara Landry, Barbara Leitch, Lesley Macdonald, Paula Markus, Betty Ann Taylor, Moira Wong

Description/Rationale

This course expands students' essential English communication skills and cultural knowledge and introduces the language of classroom studies. Students will develop oral classroom skills and reading strategies, expand their vocabulary, and use more complex sentence patterns. Students will also learn how to use some school and community resources.

Unit Titles (Time + Sequence)

Unit 1	Tell Me a Story	20 hours
Unit 2	Survive and Thrive	20 hours
Unit 3	Canada: How It Works	25 hours
Unit 4	Searching for Answers	20 hours
Unit 5	Teen Culture	25 hours

Unit Organization

Unit 1: Tell Me a Story

Time: 20 hours

Description

Through the study of folk tales, myths, and legends of diverse origins, students will gain an understanding of the elements of a story and of storytelling. Students will be introduced to a variety of storytelling techniques, including visualizations, vocal expression, and mime. Simple sentence structure, adjectives and adverbs, and common verb tenses will be emphasized through creative writing exercises. In the culminating activity students will individually create a story for class presentation as well as for publication in a class collection of stories.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: BORV.01, BORV.02, BORV.04, BREV.03, BREV.04; BWRV.01, BWRV.02, BWRV.03, BSCV.04.
Specific Expectations: BOR1.01, 1.02, 1.03, 1.06, 1.07, 1.08, 2.04, 3.01, 3.03; BRE1.02, 3.06, 4.02; BWR1.02, 2.01, 2.02, 2.03, 3.01, 3.02, 3.03, 3.05; BSC2.01.

Unit 2: Survive and Thrive

Time: 20 hours

Description

The backbone of this unit is the study of the short novel, *Mieko and the Fifth Treasure*. Students explore and respond to the novel through literature circles, writing a first-person diary in the role of Mieko, as well as a variety of language development activities. Using the novel as a vehicle, students learn to recognize specific suffixes, parts of speech, and some vocabulary of emotions. In addition, students practise problem-solving techniques and the language for agreeing and disagreeing. As a culminating activity, students use decision-making models, expressive language, and the writing process to compose a survival story.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: BORV.01, BORV.03, BORV.04, BREV.01, BREV.03, BREV.04, BWRV.01, BWRV.02, BWRV.03, BSCV.01, BSCV.04.
Specific Expectations: BOR1.01, 1.02, 1.03, 1.06, 1.07, 1.08, 2.04; BRE1.01, 2.01,2.02, 3.02, 3.03, 3.05, 3.06; BWR1.01, 2.01, 2.02, 2.03, 3.01, 3.02, 3.03, 3.04, 3.05, 3.06; BSC1.03, BSC1.04, BSC2.02.

Unit 3: Canada: How It Works

Time: 25 hours

Description

In this unit students will develop language skills while gaining an awareness of Canada's three levels of government, the electoral system, political parties, and regional economies. They will read and gather information from textbooks, CD-ROMs, and authentic materials such as government publications, maps, newspapers, charts, and telephone blue pages. Students will gain familiarity with the democratic process, regional differences, government services and how to access these services. Students will write letters, make telephone calls, and skim and scan texts to locate specific information. They will practise the present tense and interrogatives and develop a basic vocabulary of government terms. As a culminating activity, students will demonstrate their increased knowledge of Canada by producing games, such as puzzles, board games and TV-style quiz shows.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: BORV.01, BORV.02, BORV.03, BORV.04, BORV.05, BORV.06, BREV.01, BREV.03, BREV.04, BREV.05; BWRV.01, BWRV.02, BWRV.03, BSCV.01, BSCV.02, BSCV.04.
Specific Expectations: BOR1.01, 1.02, 1.03, 1.04, 1.05, 1.06, 1.07, 2.01, 2.02, 2.03, 2.04, 3.03, 4.01; BRE1.01, 1.03, 2.01, 2.02, 2.03, 3.01, 3.02, 3.03, 3.04, 3.05, 3.06, 4.01, 4.02; BWR1.01, 1.02, 3.02, 3.03, 3.04, 3.05, 3.06; BSC1.01, 1.02, 1.04, 1.05, 2.02, 2.03, 2.04.

Unit 4: Searching for Answers

Time: 20 hours

Description

In this unit, students explore and learn about some of the mysteries in our world. They read from a variety of sources and examine information from a range of cross-curricular material. In addition, students learn the past progressive tense and practise a variety of reading strategies such as skimming, scanning, and stating the main idea. Through the use of graphic organizers, they learn to take notes and organize information in paragraphs and other ways that can be applied to and used in their studies in other disciplines. As a culminating activity, students work independently to research a mystery of their choice for inclusion in a class booklet.

Strand(s) and Expectations
Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: BORV.03, BORV.06; BREV.01, BREV.02, BREV.04, BREV.05; BWRV.01, BWRV.02, BWRV.03; BSCV.04.
Specific Expectations: BOR1.02, 1.06, 2.04, 4.01; BRE1.01, 1.02, 1.03, 2.01, 2.02, 3.01, 3.02, 3.03, 3.04, 3.05, 3.06, 4.01, 4.02; BWR1.01, 2.01, 2.02, 2.03, 2.04, 3.01, 3.02, 3.03, 3.04, 3.05, 3.06; BSC1.05, 2.01, 2.02, 2.03, 2.04.

Unit 5: Teen Culture

Time: 25 hours

Description
This unit on teen culture will integrate the language and skills developed in the preceding units. Students will explore aspects of teen culture such as peer pressure, consumerism, violence prevention, and strategies for conflict resolution. The final product, a group "Teen-zine" (magazine), will include reports, reviews, interviews, letters, and surveys.

Strand(s) and Expectations
Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: BORV.01, BORV.02, BORV.04, BORV.05, BORV.06; BREV.01, BREV.02, BREV.04; BWRV.01, BWRV.02, BWRV.03; BSCV.01, BSCV.03, BSCV.04.
Specific Expectations: BOR1.01, 1.03, 1.04, 1.06, 1.07, 1.08, 2.04, 3.01, 3.02, 3.03, 4.01; BRE1.01, 1.02, 1.03, 3.01, 3.03, 3.04, 3.05, 3.06; BWR1.01, 2.01, 2.02, 2.03, 2.04, 3.01, 3.02, 3.03, 3.05, 3.06; BSC1.03, 1.05, 2.02, 2.03, 2.04, 2.05.

Course Notes

In this ESLBO course, the thematic units have been chosen to reflect the maturity and interests of adolescent newcomers to Canada who are expanding their essential communication skills in English. The units also serve as a vehicle for the integration of academic language and a range of cognitive skills in facilitating the students' participation in classroom and other school activities. Each unit also provides students with a challenging and motivating culminating activity which will allow them to demonstrate the integration of many language skills needed for success in the school program.

Although ESLBO is a second level course, it may serve as the first course taken in the Ontario school system. Students may enter the school system at this point with varying degrees of exposure to teaching strategies such as co-operative group work and projects. Teachers will want to present a well-paced introduction to the concept of working and learning in groups, and to continue to develop this strategy throughout the course. In building towards group activities, teachers may want to start students off in pairs or homogeneous groups and then progress to larger and more diverse groups. Teachers should be aware that the strategic use of students' first languages in oral and written forms will greatly assist in second language acquisition.

In addition to the detailed teaching and learning strategies presented in this Course Profile, teachers will want to establish at the beginning of the course a number of ongoing classroom routines and activities which are integral parts of a balanced language learning program. These routines include the following: journal writing; silent reading of English; using first language and bilingual materials; keeping a reading log; reading aloud of a variety of materials by the teacher; keeping vocabulary lists or notebooks; learning relevant Canadian cultural information at appropriate times throughout the year; compiling class career lists; maintaining individual portfolios of student work; and compiling a variety of co-operative class publications.

Many newly arrived ESL students will be experiencing culture shock, family separation, and dislocation at the same time as they begin to cope with attending school in a new country. ESL teachers should be aware of and sensitive to the many changes and adaptations which immigrant and refugee students face, and strive to create a welcoming and secure classroom environment for all learners. At the ESLBO level, another important role of the teacher is to facilitate growing student comfort and integration into broader school and community life, for example, participation in school events, teams, and clubs.

Inclusiveness of all ethnic, racial, cultural groups, and both genders is embedded in this course. ESLBO often deals with sensitive but important issues and the students' reactions to these issues must be respected. Teachers should be sensitive to the class dynamic and level of trust before embarking on some activities. They should always be prepared for potential disclosures. In such cases, they will collaborate closely with school counsellors who will have outside agency contacts. Similarly, teachers should be sensitive to the variety of socioeconomic levels and family structures of students and be prepared to make accommodations to learning experiences and resources as needed.

All expectations in a course are to be taught and assessed. In this Course Profile, ❖ is used at the Unit and/or Activity level to indicate those expectations which are the specific teaching focus of that Unit and/or Activity.

Teaching/Learning Strategies

Brainstorming, semantic webbing, modelled writing, journal writing, process writing, co-operative learning groups, literature circles, teacher read-alouds, silent reading, listening centre, graphic organizers, Know-Want to know-Learn (K-W-L) charts, think/pair/share, worksheets, field trips, language games, vocabulary charts, key word lists, student-created books and magazines, class and community surveys, information gap activities, cloze exercises, questionnaires, guided reading, Internet searches, pair, group, and class interaction, directed problem-solving, role plays, viewing videos, sharing languages and cultures, following teacher and student presentations, extracting information from overhead transparencies, self- and peer-assessment, portfolios, CD-ROM research, library research with print and electronic materials, songs, interviews, drama and skits, posters, storyboards.

Assessment and Evaluation

The assessment and evaluation techniques used in this course are of diagnostic, formative, and summative types. They are constructed so as to link the teaching/learning strategies to the various curriculum expectations focussed on in each unit through the four categories of knowledge/understanding, thinking/inquiry, communication, and application which appear in the Achievement Chart of the ESL/ELD Curriculum Policy Document.

A number of different methods and tools are used for assessment and evaluation in this course, including: performance tasks, rubrics, portfolios, group and individual presentations, skits and workshops, written pieces in a variety of forms, quizzes, written tests, self- and peer-assessments, tracking of reading logs and journals, and diagnostic teacher observations.

Accommodations

An ESLBO class is of a heterogeneous nature encompassing students of varying ages and may also feature continuous intake of newly arrived students throughout the semester or school year. Teachers need to be aware that some ELD students whose schooling may have been interrupted or limited, or who may have varying levels of literacy in their first language, may also be placed in an ESL class. To support students with varying levels of English proficiency, differing previous school experiences and levels of first language literacy, and varying learning styles, teachers should incorporate the following strategies into their classrooms: making available newspapers, magazines, and taped books at various proficiency levels; providing class stocks of visuals and word cards for learning and reviewing vocabulary independently, in pairs or small groups; providing manipulative and concrete materials for learning; pre-teaching to ensure prior knowledge; tailoring assignments, assessment and evaluation to meet individual needs; and providing opportunities for practice with English language learning software.

Among the suggestions for accommodations provided in the various activities of this course profile are: scribing for students when appropriate; using the first language when appropriate; pairing students for support, coaching and "buddy" reading; using visuals in addition to print material; using taped texts as a support to print material; and modifying assessment and evaluation techniques.

Resources

The following list includes general resources for use for the entire course. Each unit also contains a more specific resource list of books and other resources pertaining to the unit topic and activities.

Adelson-Goldstein, Jayme, Norma Shapiro, and Renee Weiss. *The Oxford Picture Dictionary, Teacher's Book*. Toronto: Oxford University Press, 1998.

Azar, Betty. *Basic English Grammar*, 2nd ed. Toronto: Prentice Hall Allyn and Bacon, 1996.

Azar, Betty. *Fundamentals of English Grammar*, 2nd ed. Toronto: Prentice Hall Allyn and Bacon, 1992.

Bates, Susan. *Amazing 2! Canadian Newspaper Stories*. Toronto: Prentice Hall Allyn and Bacon, 1997.

Berish, Lynda and Sandra Thibaudeau. *Canadian Concepts Books 2* and *3*, 2nd ed, Toronto: Prentice Hall Allyn and Bacon, 1997.

Berish, Lynda, Sandra Thibaudeau and Maria De Rosa Wilson. *Grammar Connections 1* and *2*. Toronto: Prentice Hall Allyn and Bacon, 1995.

Fuchs, Marjorie. *The Oxford Picture Dictionary: Intermediate Workbook, Canadian Edition*. Toronto: Oxford University Press, 1999.

Fuchs, Marjorie, Miriam Westheimer and Margaret Bonner. *Focus on Grammar: An Intermediate Course for Reference and Practice*. White Plains, New York: Addison-Wesley Longman, 1994.

Kaskens, Anne-Marie. *A Beginning Look at Canada*. Toronto: Prentice Hall Allyn and Bacon, 1998.

Molinsky, Steven and Bill Bliss. *Side by Side, Secondary School Edition, Book 2*. Toronto: Prentice Hall Allyn and Bacon, 1997.

Schoenberg, Irene E. *Focus on Grammar: A Basic Course for Reference and Practice*. White Plains, New York: Addison-Wesley Longman, 1994.

Shapiro, Norma and Jayme Adelson-Goldstein. *The Oxford Picture Dictionary: Canadian Edition*. Toronto: Oxford University Press, 1999.

Short, Deborah J., ed. *New Ways in Teaching English at the Secondary Level*. Alexandria, Virginia: TESOL Publications, 1999. Available by telephone order through TESOL (Teachers of English to Speakers of Other Languages) at their toll free number 1-888-891-0041.

Zuern, Gunther. *Ontario Reader 1999*. Toronto: Newcomer Communications, 1999.

Ontario Secondary School Policy Applications

Education for Exceptional Students

At every point in this course, teachers should take into account the needs of any exceptional students as set out in their Individual Education Plan. ESL students show the full range of learning exceptionalities in the same proportions as do other Ontario students. Some students arrive with previously identified learning needs, while the needs of others are identified when their progress in English language acquisition and cultural adjustment differs significantly from that of students from similar backgrounds and with similar educational experiences.

It is important not to identify students as learning disabled on the basis of performance or behaviours that reflect a normal process of second language acquisition or that reflect a lack of prior opportunity to learn the knowledge and skills being tested.

The Role of Technology in Curriculum

It is important for all ESL students to be given opportunities to develop competence in using computers and other technology. In this ESLBO course, students are afforded opportunities to use word processing and graphics software to produce pieces of written work, to do research on the Internet and with CD-ROM software, and to correspond with their peers and others through the exchange of e-mail messages. Students will be encouraged to work with their peers to help each other access and learn about technology.

Career Education

ESL students need help in exploring the full range of educational and career opportunities available to them in their new country and educational setting. This ESLBO course provides students with career education-related opportunities such as bringing in guidance counsellors as guest speakers, and ongoing compilation of a careers list. In addition, co-operative education students who may be tutors in ESLBO classes, or with individual ESLBO students, will make these new Canadian students aware of future co-operative education opportunities available in the school program.

Health and Safety

Students who are recent arrivals from other countries may have special health and safety needs. This ESLBO course includes a unit entitled "Teen Culture" in which students will consider a number of health and safety related issues relevant to their age group such as responses to peer pressure, conflict resolution, and violence prevention. In addition, in the unit Canada: How It Works students will learn about and actually access services provided by different levels of government including those dealing with health and safety concerns.

Emotional health is as important as physical health and safety. The experience of immigration, even in the best of circumstances, involves feelings of loss and disorientation for many students. The units and activities created in this course have been carefully chosen and structured to relate to the adjustment process that students experience during their initial period of residence in Canada. As well, throughout this course, the teacher is expected to be sensitive to the range of experiences that students bring with them. The teacher must recognize the equal legitimacy of students choosing to share or keep private their experiences and feelings resulting from the trauma of war, flight, loss, and dislocation.

A school environment that is free of racial and sexual harassment is as important to students as being in a physically safe environment. Activities throughout the course focus on the importance of school rules and routines for personal safety and include reviewing the board's racism and sexual harassment policy. Students are taught how to report problems and how to get help if they feel they are being harassed.

Coded Expectations, English in Daily Life, ESLBO

Oral and Visual Communication

Overall Expectations

BORV.01
– participate in conversations on familiar topics in some social situations;
BORV.02
– recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech;
BORV.03
– understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used;
BORV.04
– communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency;
BORV.05
– use appropriately some features of language that indicate different levels of formality in English;
BORV.06
– demonstrate comprehension of key information from media works.

Specific Expectations

Developing Fluency in Oral Communication

BOR1.01
– maintain face-to-face conversations on familiar topics;
BOR1.02
– determine meaning by requesting clarification and restating information when necessary;
BOR1.03
– listen to others and stay on topic in group discussions;
BOR1.04
– offer and respond to greetings, introductions, invitations, farewells, compliments, and apologies;
BOR1.05
– use the telephone to obtain some specific information (e.g., determine movie schedules, transportation arrival and departure times, store opening and closing times);
BOR1.06
– use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions;
BOR1.07
– use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories, and stating opinions;
BOR1.08
– use the customary stress and intonation patterns of English speech to emphasize meaning or to express feelings (e.g., add emphasis to certain words; use intonation to express surprise).

Developing Accuracy in Oral Communication

BOR2.01

– use, in simple contexts, some key vocabulary learned in other subject areas (e.g., explain how to solve a mathematics problem);

BOR2.02

– restate important information from presentations that include visual aids (e.g., pictures, charts, models);

BOR2.03

– ask others the meaning of words for clarification;

BOR2.04

– use common tenses, adjectives, adverbs, conjunctions, prepositions, common idioms, some two-word verbs, and some interrogative and negative constructions appropriately and with some consistency.

Using English in Socially and Culturally Appropriate Ways

BOR3.01

– use and respond appropriately to common non-verbal signals (e.g., gestures, handshakes, eye contact);

BOR3.02

– exchange information about cultural variations in non-verbal communication (e.g., discuss the gestures, facial expressions, or conventions of eye contact of various cultures);

BOR3.03

– demonstrate knowledge of appropriate verbal behaviour in a variety of contexts (e.g., conventions for making requests, interrupting, leave-taking).

Developing Media Knowledge and Skills

BOR4.01

– view, read, and listen to media works to obtain information and complete assigned tasks (e.g., school announcements, television and radio news, newspaper advertisements, short geography documentaries on Canada, CD-ROMs, online databases with information on and images of Canada).

Reading

Overall Expectations

BREV.01

– respond to a range of short fiction and non-fiction texts, using a variety of strategies;

BREV.02

– choose reading materials for study and personal enjoyment, with teacher guidance;

BREV.03

– demonstrate knowledge of English vocabulary related to classroom studies;

BREV.04

– read texts with familiar content or vocabulary, using a variety of reading strategies;

BREV.05

– choose appropriate resources from preselected materials for use in teacher-directed assignments.

Specific Expectations

Reading and Responding

BRE1.01

– demonstrate understanding of fiction and non-fiction texts designed or adapted for second-language learners (e.g., by completing graphic organizers, participating in teacher-led discussions, retelling content, relating information to background knowledge, and making a personal response);

BRE1.02

– read and respond to a variety of materials selected for study and pleasure (e.g., explain a preference for a book; participate in a literature study group or informal class discussion);

BRE1.03

– use classroom, school, and local libraries to find reading materials for study and personal enjoyment.

Developing Vocabulary

BRE2.01

– use context and familiar vocabulary in texts to infer the meaning of new words;

BRE2.02

– use vocabulary-acquisition strategies (e.g., check learner dictionaries; recognize common prefixes, suffixes, and word families; use knowledge of common sound-symbol relationships and dictionary pronunciation guides to aid in pronouncing new words);

BRE2.03

– maintain a vocabulary notebook or list for various subject areas (e.g., "Words for Science", "Words for Mathematics").

Using Reading Strategies for Comprehension

BRE3.01

– extract information from specific features of text (e.g., headings, margin notes, glossaries, charts, diagrams, photos);

BRE3.02

– demonstrate comprehension of teacher-prepared texts and summaries (e.g., through completion of close passages related to the content of text);

BRE3.03

– state the main idea of individual passages that contain familiar vocabulary;

BRE3.04

– skim text with familiar vocabulary or content for overall comprehension (e.g., find the main idea; determine the author's purpose);

BRE3.05

– scan text with familiar vocabulary or content for specific information (e.g., locate key information in a mathematics problem expressed in narrative form);

BRE3.06

– demonstrate comprehension of syntactic cues (e.g., possessives, verb phrases, comparatives, progressive tenses, and conjunctions), with teacher guidance.

Developing Research Skills

BRE4.01

– locate information in subject-specific non-fiction sources (e.g., math posters, natural science series, abridged biographies);

BRE4.02

– use a graphic organizer provided by the teacher to extract information from preselected texts (e.g., to find examples or supporting details).

Writing

Overall Expectations

BWRV.01

– write in a variety of forms;

BWRV.02

– use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities;

BWRV.03

– use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work.

Specific Expectations

Relating Purpose to Form

BWR1.01

– write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance;

BWR1.02

– respond appropriately to written questions based on familiar academic content (e.g., by writing short sentences or phrases; by completing graphic organizers).

Applying the Writing Process

BWR2.01

– generate and organize ideas for writing, using graphic organizers provided by the teacher (e.g., charts, webs, and timelines);

BWR2.02

– compose a first draft of a simple composition;

BWR2.03

– use simple word-processing software to compose and edit pieces of writing;

BWR2.04

– use simple graphics software to format and embellish pieces of writing.

Developing Accuracy in Written Communication

BWR3.01

– compose a short paragraph containing simple and compound sentences;

BWR3.02

– use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;

BWR3.03

– use a variety of simple sentence patterns in their writing;

BWR3.04

– use vocabulary-acquisition strategies to spell words correctly (e.g., knowledge of prefixes, suffixes, and word families);

BWR3.05

– check spelling, using a variety of resources (e.g., learner dictionaries, word lists, spell checkers);

BWR3.06

– use capitals for proper nouns, commas to separate items in lists, and quotation marks for direct speech, with some consistency.

Social and Cultural Competence

Overall Expectations

BSCV.01

– demonstrate understanding of and respect for the wide variety of cultures and languages in Canada;

BSCV.02

– demonstrate knowledge of a variety of facts about Canadian culture, geography, and history;

BSCV.03

– participate in some school and community activities;

BSCV.04

– demonstrate adaptation to school norms, key teacher expectations, and classroom routines.

Specific Expectations

Developing Citizenship Awareness and Skills

BSC1.01

– describe the three levels of government in Canada and the electoral process for each, and identify the main political parties;

BSC1.02

– compare the regions of Canada with respect to their major economic activities;

BSC1.03

– compare and contrast the traditions and behavioural norms of a number of cultures (e.g., compare gender roles, schooling, family structures);

BSC1.04

– demonstrate awareness of the variety of languages in the community and school environment (e.g., share information about first-language media gathered from class or school surveys);

BSC1.05

– communicate information about current events (e.g., write brief notes or send e-mail messages about current events as presented on television; discuss elections as presented in newspapers or magazines).

Adapting to the Ontario Classroom

BSC2.01

– use time-management skills to organize homework, complete assignments on time, and make up missed work;

BSC2.02

– ask questions of teachers and peers for clarification and to obtain information;

BSC2.03

– use their first language when appropriate to understand and communicate (e.g., request clarification; link new learning to background knowledge; use a bilingual dictionary);

BSC2.04

– use school and community resources to support classroom learning (e.g., libraries, computers, tutoring programs, study rooms);

BSC2.05

– participate in some school activities, special events, sports, or clubs.

Unit 1: Tell Me a Story

Time: 20 hours
Unit Developers: Hazel Excell, Sandra Katz, Alison Kelsey, Barbara Landry, Barbary Leitch, Lesley Macdonald, Paula Markus, Betty Ann Taylor, Moira Wong
Development Date: February 2000

The whole world is one great conversation, which is carried out through telling stories and it is this great conversation that holds us together.

Janet Lunn

Unit Description

Through the study of folk tales, myths, and legends of diverse origins, students will gain an understanding of the elements of a story and of storytelling. Students will be introduced to a variety of storytelling techniques, including visualizations, vocal expression, and mime. Simple sentence structure, adjectives and adverbs, and common verb tenses will be emphasized through creative writing exercises. In the culminating activity students will individually create a story for class presentation as well as for publication in a class collection of stories.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: BORV.01, BORV.02, BORV.04; BREV.03, BREV.04; BWRV.01, BWRV.02, BWRV.03; BSCV.04.
Specific Expectations: BOR1.01, BOR1.02, BOR1.03, BOR1.06, BOR1.07, BOR1.08, BOR2.04, BOR3.01, BOR3.03; BRE1.02, BRE3.06, BRE4.02; BWR1.02, BWR2.01, BWR2.02, BWR2.03, BWR3.01, BWR3.02, BWR3.03, BWR3.05; BSC2.01.

Activity Titles (Time + Sequence)

Activity 1	What Comes Next?	180 minutes
Activity 2	Practise with a Picture	180 minutes
Activity 3	More Stories!	240 minutes
Activity 4	Paint it with Words	240 minutes
Activity 5	Your Masterpiece	360 minutes

Unit Planning Notes

- This unit is designed as the introductory unit of ESLBO. As this course will be an entry point into the Ontario school system for many students who have studied some English, it is designed not only to build students' language, cognitive, and academic skills, but also to expose them to a variety of teaching/learning strategies. Many students will be coming from educational systems where they have not taken an active role in the classroom. As a means of introducing students to a wide range of teaching/learning strategies, this unit encompasses a variety of methodologies and classroom groupings: full class, small groups, heterogeneous and homogeneous groups, and pairs. Many of the activities are designed to show students that knowledge is acquired from peers as well as teachers and that they have a responsibility to be actively involved in the teaching/learning process.

- The ESL classroom and the ESL teacher often serve as a counselling service for ESL students. Very early in the unit, take time to review student timetables and to ensure that students are placed correctly and have complete and appropriate schedules. Continue to assess each student's progress on an ongoing basis throughout the course and make changes and adjustments to programs as necessary. Encourage students to ask for help with any adjustment or academic issues that concern them. Assure them that it is important and acceptable to ask questions of their teachers and peers and encourage them to do so. It is important that the teacher spend time creating a welcoming atmosphere to help students feel comfortable in their new school environment.
- This unit focusses on the study of folk tales, myths, legends, and the art of storytelling. Stories and storytelling are a vital aspect of all cultures. Many of the stories you will read and tell in class may already be familiar to the students in their first language. Keep this in mind when you are selecting materials. Ensure materials reflect and respect the cultural, linguistic, and racial diversity of the class and of Canadian society.
- Everyone enjoys a good story and being read to. It is important to note that it is easier to retain new language that has been heard rather than new language encountered in print form only. When choosing a story to read aloud, look for one that has repeated vocabulary and sentence patterns, an interesting plot with a creative problem to solve and interesting characters. Some stories are meaningful because the students have parallel stories in their own language and culture. Other times students have a particular interest in the topic and the setting of the story. A visit to the school library or the public library will reveal the wealth of material available. Anthologies of folk tales, myths, and legends are found in the 398.2 section of the library. You will also find award-winning publications of folk tales, myths, and legends in the children's section of the public library. Children's publications are useful because they are short in length and the pictures immediately link words to meaning. These books also reinforce the oral rhythm and intonation patterns of English and the artist's creative interpretation of the text heightens interest in reading. Also, make use of any collections of suitable folk tales, myths, and legends that are already available in your school.
- Purchase a class set of a thesaurus designed for ESL students and make it available for student use throughout the unit.
- There is also a wide range of material on stories and storytelling for educators on the Internet. These web sites are listed in Resources.
- The Storytellers School of Toronto has a directory of storytellers throughout Ontario. In the culminating activity it is suggested that a professional storyteller be invited to class. For a free storyteller's directory write to: Storytellers School of Toronto, 791 St. Clair West, 2nd Floor, Toronto, Ontario M6C 1B7.

Prior Knowledge Required

- knowledge of simple and compound sentence structure
- knowledge of some co-ordinate conjunctions, e.g., *and, but, or*
- familiarity with question and answer patterns
- knowledge of simple verb tenses
- knowledge of word functions: adjectives and adverbs
- knowledge of pronouns
- ability to work in groups

Teaching/Learning Strategies

Storytelling, modelled writing, journal writing, co-operative learning groups, teacher read-alouds, silent reading, vocabulary charts, key word lists, student-created books, cloze exercises, directed reading, Internet searches, pair, group and class interaction, role play, sequencing activities, graphic organizers, language games, strip stories, self- and peer-assessment, student presentations, K-W-L charts, process writing, pictorial story outline, semantic webs, student prepared overhead transparencies.

Assessment and Evaluation

Activity	Type	Tool	Categories
Activity 1	Diagnos/Form Diagnos/Form Diagnos/Form	24-hour Log Cartoon Story Sequence a Strip Story	Thinking Thinking/Knowledge Think/Comm/Application
Activity 2	Formative Formative	Checklist of Storytelling Skills Pictorial Outline	Know/Communication Know/Comm/Application
Activity 3	Formative Formative Summative Summative	Story Log Question Formation Written Assignment Comprehension/Question Test	Think/Communication Communication Know/Comm/Application Know/Comm/Application
Activity 4	Summative Summative Formative	Cloze Exercise Group Writing Assignment Checklist of Storytelling Skills	Knowledge Think/Comm/Application Know/Communication
Activity 5	Formative Summative Summative	Student Folder Rubric for Written Product Rubric for Storytelling	Know/Think/Com/Application Think/Com/Application Think/Com/Application

Resources

Azar, Betty Schrampfer. *Basic English Grammar*. New Jersey: Prentice Hall Regents, 1996.

Azar, Betty Schrampfer. *Fundamentals of English Grammar*. New Jersey: Prentice Hall Regents, 1992.

Barton, Bob. *Tell Me Another*. Markham, Ontario: Pembroke Publishing, 1986.
The chapter on "Making the Story Your Own" is especially helpful.

Berish, Lynda and Sandra Thibaudeau. *Canadian Concepts, Books 1* and *2*. Toronto: Prentice Hall Allyn and Bacon, 1997.

Blatt, Gloria, ed. *Once Upon a Folktale*. New York: Teachers College Press, 1993.
Strategies for teaching folk tales

Cameron, P. *Tales from Many Cultures*. Reading, Mass: Addison-Wesley, 1995.

Collins, Rives and Cooper, Pamela. *The Power of Story - Teaching Through Storytelling*. 2nd ed. Scottsdale, Arizona: Gorsuch Scarisbrick, 1997.
Contains wealth of storytelling activities to use in the classroom. Excellent teaching resource.

Graham, Carolyn. *Jazz Chants*. New York: Oxford University Press, 1988.

Graham, Carolyn. *Jazz Chants-Fairy Tales*. New York: Oxford University Press, 1989.

Green, J. *The Ultimate Guide to Classroom Publishing*. Markham: Pembroke Publishers, 1999.

Hamilton, Martha and Mitch Weiss. *Children Tell Stories*. New York: Richard C. Owen, 1999.
Contains 25 short, easy-to-tell stories and a bibliography of tales especially appropriate for student tellers.

Hartman, Pamela, Patricia Esparaza, and Annette Zarian. *Tense Situations*. Toronto, ON: Harcourt Brace & Company, 1984.

Kasser, Carol and Ann Silverman. *Stories We Brought With Us*. New Jersey: Prentice Hall Regents, 1986.

MacDonald, Margaret Read. *The Storyteller's Start-Up Book*. Little Rock, AR: August House, 1993.
Excellent resource. Exceptionally rich bibliographies and practical advice for beginner storytellers.

Murphy, Raymond. *Grammar in Use*. New York: Cambridge University Press, 1989.

Paris, Judy and Sandra Tracy. *Favorite Fables in Our Lives*. San Diego: Dormac, Inc., 1989.

Porter, Jessie. *Voices Past and Present*. Toronto: Wall and Emerson, 1999.
Contains wide variety of folk-tales, myths, fables, and legends with accompanying student and teacher activities.

Schoenberg, Irene. *Focus on Grammar: A Basic Course for Reference and Practice*. New York: Addison-Wesley Publishing Co., 1994.

Smolan, Rick and David Cohen (project directors). *A Day in the Life of Canada*. Don Mills, ON: Collins Publishers, 1984.
Collection of photographs taken across Canada to capture the life of a nation during one 24-hour period.

Storytellers School of Toronto. *The Art of Storytelling: A Guide for Parents, Teachers, Librarians, and Other Storytellers*. Toronto: The Storytellers School of Toronto, 1984.

Stern, Anita. *Tales from Many Lands*. Chicago: National Textbook Company, 1996.
This anthology provides a wide variety of folk tales presented in simple language with accompanying activities and graphic organizers

Weaver, Mary C., ed. *Tales as Tools: The Power of Story in the Classroom*. Jonesborough, TN: National Storytelling Press, 1994.
Contains exceptionally complete bibliographies.

Yashinsky, Dan. *Next Teller: A Book of Canadian Storytelling*. Charlottetown, PEI: Ragweed Press, 1994.
Contains a wide sampling of Canadian telling.

Yolen, Jane. *Favorite Folktales from Around the World*. New York, NY: Pantheon. 1986.
Exceptionally rich anthology of beautiful world tales organized by theme.

Suggested Thesauruses

Young Writer's Thesaurus. Scarborough, ON: Nelson Canada, 1996.
All-Canadian, easy-to-use resource.

Roget's Student Thesaurus. Glenview, IL: Scott Foresman-Addison Wesley, 1994.

Web Sites

www.web.net/~story
This web site for the Catalyst Centre in Toronto has a collection of folk-tales available for educators and storytellers alike. Author Chris Cavanaugh is an experienced storyteller and excellent resource for ideas on how to use storytelling in the classroom.

www.storyarts.org/
Heather Forest's site for teacher, librarians, and students explores the use of storytelling in the classroom to enhance speaking. This resource also contains rubrics for assessing storytelling skills.

http://users.aol.com/storypage
This resource contains hypertext links to:

- home pages of professional storytellers
- home pages of storytelling festivals
- articles on storytelling
- children's literature resources for storytellers

Activity 1: What Comes Next?

Time: 180 minutes

Description

Students get to know each other through a variety of collaborative activities. As well as helping to break the ice, these activities introduce the concepts of chronology, sequencing, sequence words and the development of a simple storyline. Students review the present and past tense. Students practise putting illustrations and text in order to develop an awareness of how contextual and syntactic cues help the teller to tell a story and the listener to understand.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations

BORV.04 - communicate orally using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency;
BREV.03 - demonstrate knowledge of English vocabulary related to classroom studies;
❖BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work;
BSCV.04 - demonstrate adaptation to school norms, key teacher expectation, and classroom routines.

Specific Expectations

BOR3.01 - use and respond appropriately to common non-verbal signals;
BOR3.03 - demonstrate knowledge of appropriate verbal behaviour in a variety of contexts;
❖BRE3.06 - demonstrate comprehension of syntactic cues;
❖BWR3.03 - use a variety of simple sentence patterns in their writing;
BWR3.05 - check spelling using a variety of resources;
BSC2.02 - ask questions of teachers and peers for clarification and to obtain information.

Planning Notes

- As this is the initial unit of the year or semester, it is important to include ice-breaking activities at the beginning of the first few classes.
- Having the students line themselves up in alphabetical order by last name reinforces the skill of alphabetizing and emphasizes the importance of the family name in Canadian society. Additionally, it acts as a further icebreaker and promotes student interaction. As some students may be sensitive about their birth date or arrival date, avoid using these criteria to establish a timeline.
- Line one wall of the classroom with a single row of chart paper to prepare for school arrival timeline.
- Obtain a copy of *A Day in the Life of Canada* or a similar substitute.
- Prepare an overhead of Appendix A – 24-Hour Log.
- In advance complete a copy of Appendix A – 24-Hour Log, for yourself, a fictional character, an object, or the school. To complete the log for your school, collect information about the people and events in the school, e.g., the caretaker arrives at 6:30, volleyball practice begins at 7:00; the office opens at 8:00; the cafeteria opens at 8:30.
- Two of the learning strategies in this activity involve physical manipulation of concrete materials. Students will be working on these activities in pairs. Make adequate copies of Appendix B – A Day in the Life Cartoon Sequence Story and Appendix C – Sequence Story and cut into individual frames or strips. Put each set of these manipulatives into separate envelopes to distribute to student pairs. Prepare a second sequence story for student assessment. Newspaper comic strips provide a readily available source for the creation of sequence stories.

- Keep a supply of chart paper, markers, glue sticks, and tape to use for class timeline and frame stories.
- Encourage students to word-process their written work whenever possible.
- Language activities on present and past tense can be found in *Fundamentals of English Grammar, Focus on Grammar,* and *Grammar Connections 1.*

Materials Needed

- chart paper, markers
- copies of Appendix A – 24 Hour Log
- copies of Appendix B – A Day In the Life Cartoon Sequence Story
- copies of Appendix C – Sequence Story
- copy of the illustrated book, *A Day in the Life of Canada*

Prior Knowledge Required

- knowledge of simple sentence structure
- punctuation of simple and compound sentences
- some transition words
- ability to work collaboratively

Teaching/Learning Strategies

1. Begin the first several classes of the course with a different ice-breaker, such as: Name Whip, Find Someone Who, similarities and differences games, etc.
2. As an entry into sequencing tasks, have the students line themselves up in alphabetical order based on their family name. Have students stand, move around, and talk to each other in order to complete this activity effectively. Circulate and assist students as they complete this task. When students are satisfied with their order, verify the order by having students call out their surnames.
3. Ask students to remember what time they arrived at school that morning. Repeat the line-up activity, however, this time instruct students to use their school arrival time to establish the line-up order. If people arrived at the same time, they can stand parallel to each other. Have students line themselves up parallel to the board or a wall on which you have placed chart paper. When students are satisfied with the order they have created, draw a horizontal line at eye level on the board or chart paper. Insert the name and arrival time of each student along this line, thus creating a school arrival timeline. Use this timeline to review/teach sequence words. List these words on chart paper to create a reference chart of sequence words e.g., *first, second, next, then, finally* and continue to display and build this list throughout the unit. Have students copy the list into their notebooks.
4. Using the school arrival timeline and the sequence word list, write a class experience story. Have students copy the story into their notebooks.
5. Show the students the book, *A Day in the Life of Canada* (*A Day in the Life of Japan* and *A Day in the Life of Australia* are also available from Collins Publishers). Put a copy of Appendix A – 24-Hour Log on the overhead. Demonstrate how to complete the log. Review/teach the simple present tense. Have students complete the 24-Hour Log with information about what they usually do over a 24-hour period, including a simple line drawing of the activity. Have students use their log and sequence word lists to tell a partner about a day in their life. Change partners and logs, have students practise the third person singular by telling new partners about a day in the life of their previous partner.
6. Review/teach the simple past tense. Introduce necessary irregular past tense verbs (slept, ate, etc.). Have the students complete the 24-Hour Log over a weekend. Have students exchange their logs with a partner and using sequence words and the past tense, tell each other or the class about their partner's Saturday or Sunday.

7. Put students into pairs. Give each pair a series of Appendix B – A Day in the Life Cartoon Sequence Story. Have students arrange the cartoon frames so that they tell a story. Partners review the frames and together negotiate an order. When the pair has agreed on the sequence of the pictures, have them use sequence words and the past tense to write short captions for each frame. Have students edit their sentences for word order, spelling, punctuation, and verb tense. Circulate around the classroom helping students edit their sentences. When students have completed their editing, have them rewrite or word-process the final draft. Have students paste frames and captions onto a piece of bristol board or chart paper. Post the stories around the room. Students walk around the room with their partners to see how other groups have arranged the frames and retold the story. Discuss with the class some of the differences and similarities which they noted.
8. Put students into different pairs and give each pair a copy of Appendix C – Sequence Story, which has been cut up and placed in envelopes. Have pairs read the strips and sequence them to create a story. Take up as a class. Focus on the content and language clues which helped the students determine the order that they chose.
9. Distribute teacher-prepared sequence story. Students individually sequence this story.

Assessment/Evaluation Techniques

- Use any of the activities in this unit as diagnostic assessments of the students' skills.
- Completion of the 24-Hour Log (Appendix A) and the related oral activities will help determine the students' knowledge of basic vocabulary and their ability to use simple sentences in oral communication (diagnostic/formative).
- Completion of the Cartoon Sequence Story (Appendix B) demonstrates students' ability to write simple and compound sentences, to use the simple past tense, and to sequence ideas (diagnostic/formative).
- Use the Sequence Story (Appendix C) to assess students' reading skills and their comprehension of syntactic cues (formative).

Accommodations

- Allow students with weaker English language skills to work with a class member who speaks the same language.
- Permit students who are reluctant to reveal details of their own lives to produce time logs of fictional characters or characters from television programs or movies.
- Use *Picture Stories for Beginning Communication* for more visuals for simple stories.

Resources

Heyer, Sandra. *Picture Stories for Beginning Communication.* Englewood Cliffs, NJ: Prentice Hall Regents, 1989.

Smolan, Rick and David Cohen (project directors). *A Day in the Life of Canada*. Don Mills, ON: Collins Publishers, 1984.

www.storyarts.org/
Heather Forest's site for teacher, librarians, and students explores the use of storytelling in the classroom to enhance speaking. This resource also contains rubrics for assessing storytelling skills.

Activity 2: Practise with a Picture

Time: 180 minutes

Description

In this activity students develop an understanding of effective storytelling techniques. Using these techniques, students prepare a group reading of a folk tale. Students are also introduced to the concept of visualization and imaging through the use of a pictorial outline.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations

BORV.02 - recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech;
❖BORV.04 - communicate orally using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency;
BSCV.04 - demonstrate adaptation to school norms, key teacher expectations, and classroom routines.

Specific Expectations

BOR1.06 - use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions;
❖BOR1.07 - use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories and stating opinions;
❖BOR1.08 - use the customary stress and intonation patterns of English speech to emphasize meaning or to express feelings;
BOR2.04 - use common tenses, adjectives, adverbs, conjunctions, prepositions, common idioms, some two-word verbs and some interrogative and negative constructions appropriately and with some consistency;
BWR2.01 - generate and organize ideas for writing, using graphic organizers provided by the teacher;
BSC2.01 - ask questions of teachers and peers for clarification and to obtain information.

Planning Notes

- Collect a wide variety of folk tales of diverse origins. Use anthologies of folk tales as well as children's publications. The illustrations and simple text of the children's books will facilitate reading.
- Obtain from school or local library commercial recordings of professional storytellers, poetry readings, taped books, or recorded plays.
- Obtain a copy of *Jazz Chants* or *Jazz Chants - Fairy Tales*.
- In this activity students will be drawing a pictorial outline for their stories. A pictorial outline is a graphic organizer used in storytelling. These pictorial outlines can take many forms, e.g., one large picture, a collage, picture frames, picture wheel, etc. The pictorial outline helps students to visualize the story and become aware of how storytelling stimulates pictures the imagination.

Materials Needed

- tape recorder and blank tapes
- video recorder and blank video tapes
- chart paper and markers

Prior Knowledge Required

- understanding of choral reading
- use of graphic organizers

Teaching/Learning Strategies

1. Select a favourite folk tale to read aloud to class. Use vocal and facial expression to add interest to the reading. Brainstorm with students how you used your voice to read the story. Record student responses on chart paper to begin a reference chart of effective storytelling skills. To emphasize the use of expression in storytelling, read another short tale with no expression or voice variation, and then repeat it using animated expression. Discuss their reactions to the two readings. Also discuss with the class how animated vocal expression helps to clarify meaning for the listener.
2. Play an audio tape of a professional storyteller, a taped book, a poetry reading, or a recorded play. Discuss with the class how professional readers use their voices to give clues to meaning. Add any new points to the class reference chart of effective storytelling skills. From the chart create a checklist that will be used for self/peer assessment.
3. Select a jazz chant to practise choral reading. Have the students experiment with a variety of vocal expressions: whisper the chant, vary the volume as you go through the chant, soft to loud and then loud to soft. Express different emotions in the chanting. Have students chant as if they were afraid, happy, angry, sad, lost, confused, surprised, etc. Have students note how facial expression changes with the different emotions. Suggest to students that they practise at home in front of a mirror. Discuss how the use of facial expression and intonation adds interest to storytelling.
4. Divide students into small groups. Distribute a collection of folk tales to each group (see the 398.2 section of the library). In their groups students browse through the books and pick a story that they will read to the class. As students prepare for the group reading encourage them to refer to the reference chart of effective storytelling skills. Give plenty of time for each group to prepare the reading. Students can divide the story into a number of sentences that each member will read, or if they are using illustrated books each member of the group can read a page. Circulate around the room, giving suggestions and guidance to the groups as they prepare the reading.
5. Have each group present their reading to the class as a whole. Have student audience complete the checklist of effective oral techniques as peer evaluation and give the following feedback to the groups: *What was good about their group reading and what could be improved for the next time?*
6. Introduce to the class the concept of visualization. Explain to the class that to tell a story it is important to be able to "see" the story as a sequence of pictures or images in the imagination. Read or tell a new story to the class. Have students close their eyes as you read/tell the story. After, discuss with students the images they saw in their imaginations. To help trigger discussion, ask the following questions: *What did the characters look like? What were the characters wearing? What was the weather like when the story took place? What did the countryside or the setting look like?* In pairs have students compare the different images they imagined. Have a class discussion on how imaging is unique to each person.
7. Read the story once more. With their partners have students draw a pictorial outline. Explain to students that this is not an art project. Students can use stick figures, geometrical figures, abstract markings, etc. Circulate around the room giving feedback and suggestions to students. After students have had enough time to draw the story with their partner, have students retell the story to one another based on their pictorial outline. Remind students to use plenty of vocal expression to help bring their story to life. When students have had enough opportunities for rehearsal, have students get into groups of four and share their stories through storytelling.

Assessment/Evaluation Techniques

- Use the pictorial outline to assess students' oral comprehension.
- The students' creation of a chart and checklist from Teaching/Learning Strategies 1 and 2 demonstrates their ability to recognize the use of both facial expression and vocal intonation patterns to convey meaning (formative).
- Students use their checklist to assess peer storytelling skills (formative).

Accommodations

- Make an audio or video recording of students who would like additional feedback.
- Have students work in pairs to coach and prompt each other in preparation for the presentation.
- Have students tell their story in the first language as a transition to telling it in English.

Resources

Porter, Jessie. *Voices Past and Present*. Toronto, ON; Wall and Emerson, 1999.
The first section of this text is devoted to fables that are retold in simple language.

Stern, Anita. *Tales from Many Lands*. Chicago: National Textbook Company, 1996.
This anthology provides a wide variety of folk tales presented in simple language with accompanying activities and graphic organizers.

Kasser, Carol and Ann Silverman. *Stories We Brought With Us*. New Jersey: Prentice Hall Regents, 1986.

Paris, Judy and Sandra Tracy. *Favorite Fables in Our Lives*. San Diego, CA: Dormac, Inc., 1989.

Blatt, Gloria, ed. *Once Upon a Folktale*. New York: Teachers College Press, 1993.

Winer, Lise. *Five Folk Tales*. New Jersey: Prentice Hall Regents, 1982.

www.storyarts.org/
Heather Forest's site for teacher, librarians, and students explores the use of storytelling in the classroom to enhance speaking. This resource also contains a wide selection of Aesop's fables and *Tales in a Nutshell*.

Activity 3: More Stories

Time: 240 minutes

Description

In this activity, students read a variety of stories and use a graphic organizer to develop an understanding of the key elements of story structure such as setting, characters, plot, and theme. Through participation in a question game, students complete graphic organizers and practise the interrogative.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations

BORV.01 - participate in conversations on familiar topics in some social situations;
BORV.02 - recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech;
BREV.04 - respond to a range of short fiction and non-fiction texts, using a variety of strategies;
BREV.04 - read texts with familiar content or vocabulary, using a variety of reading strategies;
BWRV.01 - write in a variety of forms;
❖BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work.

Specific Expectations

BOR1.01 - maintain face-to-face conversations on familiar topics;
BOR1.02 - determine meaning by requesting clarification and restating information when necessary;
BOR1.03 - listen to others and stay on topic in a group discussion;
BRE1.02 - read and respond to a variety of materials selected for study and pleasure;

BRE4.02 - use a graphic organizer provided by the teacher to extract information from pre-selected texts;
❖BWR1.02 - respond appropriately to written questions based on familiar academic content (e.g., by writing short sentences or phrases; by completing graphic organizers);
❖BWR3.02 - use a variety of simple sentence patterns in their writing;
❖BSC2.01 - ask questions of teachers and peers for clarification and to obtain information.

Planning Notes

- Select a fable or folk tale text from those recommended in the resource list or from resources you have available. Choose a variety of stories from the text for classroom use. When selecting stories, choose carefully in order to reflect the cultural diversity of the students in the classroom and Canada. Be prepared to discuss bias issues that may appear. The Internet has excellent web sites devoted to fables and folk tales.
- Choose an illustrated text that will be used for a K-W-L chart.
- In this unit students will complete a graphic organizer, Appendix D – Story Log. The main goal of the story log is to help students think about the structure of a story, e.g., setting, characters, plot, and theme. Throughout the unit students will add to the log as they read/hear new stories.
- Prepare ten statements about the content of a story. Leave space above each statement for the students to write corresponding questions.
- Complementary grammar exercises can be found in *Basic English Grammar, Fundamentals of English Grammar, Grammar in Use,* and *Focus on Grammar.*

Materials Needed

- multiple copies of Appendix D – Story Log
- copies of teacher-selected folk tales

Prior Knowledge Required

- knowledge of question and answer patterns
- familiarity with the use of graphic organizers
- ability to extract information from a text
- ability to work in small groups

Teaching/Learning Strategies

1. Show students an illustration from a selected story. Have students get into groups and answer the following questions relating to the picture: *What do you know?* and *What do you want to know?* In a K/W/L chart record student responses. Review/teach formation of wh-questions and yes/no questions. Have students copy questions into their notebooks.
2. Give students the corresponding text of the story. Students work in pairs, reading the story aloud. Have students answer the questions they have copied into their notebooks and complete the L (*What did you learn?*) section of the K-W-L chart.
3. Distribute a copy of Appendix D – Story Log, to each student. As a class, use the information from the story the students have just read to complete the log.
4. Distribute copies of a second teacher-selected story. Have students independently read this story. To confirm understanding students fill in their story log. To reinforce interrogative forms, have students write questions for a series of teacher-prepared statements about the story. As a class verify the questions the students created.
5. Put students into small groups. Provide students with a list of stories you have selected and have each group choose a story to read. The group reads its story together and fills in the story log.
6. Explain to students that they will have to complete their story log for the stories read in the other groups by asking yes/no questions. In their groups students develop a list of yes/no questions that they will use to discover the necessary information to complete their log, e.g., *Is the character an*

animal? Is the character a person? Is character a teacher? Does the story take place in a forest? Does the story take place in a castle? Students write their questions on separate slips of paper and place them in a box.

7. Groups take turns as expert panels at the front of the room. The expert panel draws a question from the box, reads it out loud and answers yes or no. This is repeated until students can complete their story logs or after a specified number of tries, have the expert group provide missing information.
8. Students choose one story that they have learned from the question game, and using the information in their story log write five to eight sentences about that story. Students write first draft and then have opportunities for self/peer and teacher editing.
9. For assessment, students read a new story independently. They complete a story log and create questions based on this story.

Assessment/Evaluation Techniques

- Use the Story Log to assess students' ability to extract information from pre-selected texts and record this on a graphic organizer (formative).
- Student-created questions provide opportunity to assess students' skills in using questions for clarification and obtaining information (formative).
- Use the writing activity from Teaching/Learning Strategy 8 to assess students' ability to write in simple sentences and use some basic conventions of written English (summative).
- Use the independent reading activity to assess students' ability to respond to fiction and organize information on a graphic organizer. This activity also incorporates the skills of basic question formation (summative).

Accommodations

- Students may also keep a personal response journal in which they record their feelings or reactions to a story.
- Instead of writing questions for Teaching/Learning Strategy 6, students can play an oral game of Twenty Questions, with the teacher first modelling how it is played.

Resources

Porter, Jessie. *Voices Past and Present*. Toronto, ON: Wall and Emerson, 1999.
The first section of this text is devoted to fables that are retold in simple language.

Stern, Anita. *Tales from Many Lands*. Chicago: National Textbook Company, 1996.
This anthology provides a wide variety of folk tales presented in simple language with accompanying activities and graphic organizers.

Kasser, Carol and Ann Silverman. *Stories We Brought with Us*. New Jersey: Prentice Hall Regents, 1986.

Paris, Judy and Sandra Tracy. *Favorite Fables in Our Lives*. San Diego, CA: Dormac, Inc., 1989.

Blatt, Gloria, ed. *Once Upon a Folktale*. New York: Teachers College Press, 1993.

Winer, Lise. *Five Folk Tales*. New Jersey: Prentice Hall Regents, 1982.

www.storyarts.org/
Heather Forest's site for teacher, librarians, and students explores the use of storytelling in the classroom to enhance speaking. This resource also contains a wide selection of Aesop's fables and *Tales in a Nutshell*.

Activity 4: Paint It with Words

Time: 240 minutes

Description

In this activity, students develop descriptive vocabulary by brainstorming and creating word webs for adjectives and adverbs. Through a group creative writing exercise, students become more familiar with the writing process and present their stories to the class.

Strands and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations

BORV.01 - participate in conversations on familiar topics in some social situations;
BORV.02 - recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech;
BWRV.02 - use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities;
❖BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work.

Specific Expectations

❖BOR1.07 - use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories and stating opinions;
BOR1.08 - use the customary stress and intonation patterns of English speech to emphasize meaning or to express feelings;
BOR2.04 - use common tenses, adjectives, adverbs, conjunctions, prepositions, common idioms, some two-word verbs, and some interrogative and negative constructions appropriately and with some consistency;
BWR2.01 - generate and organize ideas for writing, using graphic organizers provided by the teacher;
BWR2.02 - compose a first draft of a simple composition;
❖BWR3.02 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;
❖BWR3.05 - check spelling using a variety of resources.

Planning Notes

- On slips of paper, write the names of the characters introduced throughout the previous activities and put them in a box labelled *Characters from Stories*.
- Create a teacher-prepared web chart (see ESLA0/Unit 1-24) using descriptive words associated with a character from one of the stories. Students will use this web chart as a model.
- For the creative writing exercise, make a list of *generic* characters, settings, and problems. Write these on slips of paper and place them in boxes marked *Characters, Setting,* and *Problem.*

Examples		
Characters	**Setting**	**Problem**
girl	farm	lost
boy	forest	storm
animal	ocean	breaks something
giant	city	forgets something
machine	mountains	loses something

- Provide students with copies of a suitable thesaurus.
- Complementary grammar exercises for adjectives and adverbs are found in Azar's *Fundamentals of English Grammar*.
- In advance, book time with the computer facilities available in your school to allow for students to practise writing and editing using a word-processing program.

Materials Needed

- overhead transparencies and markers
- overhead projector
- chart paper and markers

Prior Knowledge Required

- use of overhead transparencies
- word functions and definitions: adjectives/adverbs
- verb tenses: present, and regular/irregular past

Teaching/Learning Strategies

1. Lead the class in a brainstorming session of words we use to describe people, and characters in a story. Encourage students to think of as many words as possible. Have a thesaurus available and instruct students how to find synonyms. Record student responses on chart paper. Have students also copy lists of words into their notebooks. Be prepared to address possible stereotypes certain words create.
2. Review with students the names of all the different characters they have heard of and read about in the stories told and read in class. Students can also refer to their story log for characters under the heading, "Who."
3. Using lists from steps 1 and 2, demonstrate to students how to develop a web chart (see ESLAO Course Profile Unit 1-24 for examples) showing descriptive words that are associated with specific characters (e.g., *the hare – proud, foolish, unreliable, lazy*).
4. Divide the class into groups and have them pick three slips of papers from the box labelled *Characters from Stories*. In their groups students create a web chart for each character. Students develop first copy of web charts on plain paper. Assist students with word search techniques and spelling. After students have checked first copy (self/peer and teacher editing) have students transpose their work onto overheard transparencies and then present their work to the rest of class.
5. Review/teach definition and function of adjectives. Use a cloze exercise on adjectives for assessment.
6. Brainstorm action words associated with the different characters from the stories heard/read in class. Record student responses on board. Review/teach formation of adverbs. Brainstorm possible adverbs associated with action words already listed on board. Record student responses and have students copy lists of words into their notebooks.
7. Break students into groups. Using student-prepared web charts on adjectives plus the lists of action words and adverbs, have each group create two or three sentences associated with characters from the stories, e.g., *The foolish hare slept soundly. The wise tortoise progressed steadily. The frightened boy called loudly.*
8. After peer/self and teacher editing, have students transcribe sentences onto chart paper and have each group present work to the rest of class.
9. Discuss with class how adjectives and adverbs provide interest and colour to writing and storytelling.

10. To incorporate vocabulary-building techniques into student writing, introduce the following creative writing exercise. Take a generic character, setting, and problem and write a story together on board. Have students come up with progression of story, helping out only if students get stuck at some point in the story. Encourage students to use as many adjectives and adverbs as possible. After the story is completed, edit the story together and have students transcribe story from board into their notebooks. Have students update story log with information from the story they created.
11. Repeat the above creative writing exercise in groups. Each group picks a slip of paper from the boxes labelled *Character, Setting,* and *Problem*. In their groups, students develop a simple story based on the slips of paper they have chosen. Remind students to use adjectives and adverbs in their writing. Students write first draft and then have opportunities for self/peer and teacher editing. Word-process student writing. Group stories are submitted to teacher for teacher evaluation (summative).
12. Have groups prepare a class presentation of their stories. Groups tell (not read) their stories. To help students learn the story, have groups create a pictorial outline of the main events. Have groups incorporate different vocal expressions and mime learned in Activity 2, e.g., introduce a chant into the story, vary the volume at appropriate times in the story, use facial expressions, clapping, etc. Give students plenty of time to rehearse.
13. Students present their stories. Use the checklist of effective storytelling skills developed in Activity 2 for peer evaluation.

Assessment/Evaluation Techniques

- Use the cloze exercise to assess students' vocabulary acquisition and application (summative).
- Use of Storytelling Skills Checklist from Activity 2 demonstrates student recognition of non-verbal cues to help clarify meaning when telling stories (formative).
- Group stories are evaluated for content and accuracy in writing (summative).

Accommodations

- Make audio and video recordings for students who want additional feedback.
- Provide pictures of people to help students brainstorm descriptive words in Teaching/Learning Strategy 1.
- Allow students to ready their stories aloud in Teaching/Learning Strategy 12.

Resources

Azar. *Foundations of English Grammar*. Englewood Cliffs, New Jersey: Prentice Hall Regents, 1984.

Berish, Lynda, Sandra Thibaudeau, and De Rosa Wilson. *Grammar Connections 1 and 2*. Toronto: Prentice Hall Allyn and Bacon, 1995.

Suggested Thesauruses

Young Writer's Thesaurus. Scarborough, ON: Nelson Canada, 1996.
All-Canadian, easy-to-use resource.

Roget's Student Thesaurus. Glenview, IL: Scott Foresman-Addison-Wesley, 1994.

Activity 5: Your Masterpiece

Time: 360 minutes

Description

In this culminating activity, students draw upon their understanding of story structure and the language skills developed in the previous activities to write their own stories. These stories are presented to the class and together are published as a class collection of stories.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations

BORV.02 - recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech;
❖BORV.04 - communicate orally using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency;
❖BWRV.01 - write in a variety of forms;
BWRV.02 - use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities;
❖BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work.

Specific Expectations

❖BOR1.06 - use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions;
❖BOR1.07 - use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories and stating opinions;
❖BOR1.08 - use the customary stress and intonation patterns of English speech to emphasize meaning or to express feelings;
BOR2.04 - use common tenses, adjectives, adverbs, conjunctions, prepositions, common idioms, some two-word verbs, and some interrogative and negative constructions appropriately and with some consistency;
BWR2.01 - generate and organize ideas for writing, using graphic organizers provided by the teacher;
BWR2.02 - compose a first draft of a simple composition;
BWR2.03 - use simple word processing software to compose and edit pieces of writing;
❖BWR3.01 - compose a short paragraph containing simple and compound sentences;
BWR3.02 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;
BWR3.05 - check spelling using a variety of resources;
❖BWR3.03 - use a variety of simple sentence patterns in their writing;
BSC2.01 - ask questions of teachers and peers for clarification and to obtain information.

Planning Notes

- Create an assignment page to distribute to the students. On this page clearly indicate the nature of the assignment, the various stages of the assignment, and the specific completion dates for each stage. Prepare copies of the assignment and the evaluation rubrics for each student.
- Create a simple tracking sheet on which to record student progress and completion of various stages of project.
- If possible, invite a professional storyteller from the community to give a presentation to the class.

Materials Needed

- copies of the assignment
- copies of the evaluation rubrics
- student folders

Prior Knowledge Required

- basic elements of a story and storytelling
- use of graphic organizers
- understanding of the writing process

Teaching/Learning Strategies

1. Explain to the class that in this final assignment they will be creating and writing their own stories. They will present their final product to the class and then the stories will be used to create a class booklet.
2. Give copies of the assignment to the students and review it with them. Give specific deadlines for each stage of the process. (See Planning Notes.) Make students aware that the process is as important as the final product. Insist that students keep their ideas, rough drafts, sketches, etc., in a folder which will be handed in with the final project.
3. Review the assignment criteria by examining and explaining the evaluation rubric with the students.
4. To help students choose the stories they will develop, review the following suggestions:
   - Build a story based on a real life experience;
   - Interview a relative about a problem and resolution and use the story for the basis of a new retelling.
5. As a group review what makes a story appealing and the elements that are included in every story. Review the importance of language in sequencing and character development. Create a class checklist of these items.
6. Students complete a graphic organizer, similar to the story log, as a tool for developing their thoughts. Students also complete word webs for each character in their story. Some students may want to create a pictorial outline of the main events and the characters in their stories to assist with their thinking.
7. Using their graphic organizers and pictorial outline as notes, students discuss their ideas with a partner. A story partner must actively listen, ask for clarification, give feedback, and make positive comments to the author. Story partners discuss the stories with each other and complete the story checklist devised by the class.
8. Students use their organizers and partner's feedback and begin to write their stories. Allow time and opportunity for students to compose and conference with their partners.
9. Allow plenty of time for students to share and revise their drafts with their story partners. Circulate and assist with this process.
10. Students create final drafts of their stories.
11. Review with the class the storytelling techniques they learned in Activity 2. Allow plenty of time for students to work with their story partners and practise these techniques in their storytelling. Suggest to students that they practise telling their stories to family members or in front of a mirror.
12. Prepare a storytelling area from which students present their stories to the class.
13. Students submit the final copies of their stories for compilation in the class collection. Distribute class collection of stories to each student and donate one copy for display in the library.

Assessment/Evaluation Techniques

- To assess student writing, see Appendix E – Rubric for Assessing Student Written Product.
- To assess storytelling skills, see Appendix F – Rubric for Assessing Storytelling.

Accommodations

- Some students may be uncomfortable presenting to the entire class. Allow students to present their stories to selected audiences (small groups, teacher only) depending on their comfort level.
- Keep tape recorders and tapes available for students who want additional practice and feedback.
- Allow students to use a visual prop to support their storytelling.
- Other suggestions which may be offered as ideas for creating the story include:
  - Update a familiar tale by making the students' local community the setting;
  - Build the story around one, or a number of the visuals collected by the class;
  - Tell an urban legend;
  - Tell the life story of an inanimate object (a stone, a piece of bread, a stoplight, etc.);
  - Mix and match elements from the various stories on their Story Log to create a new story.

Appendix A

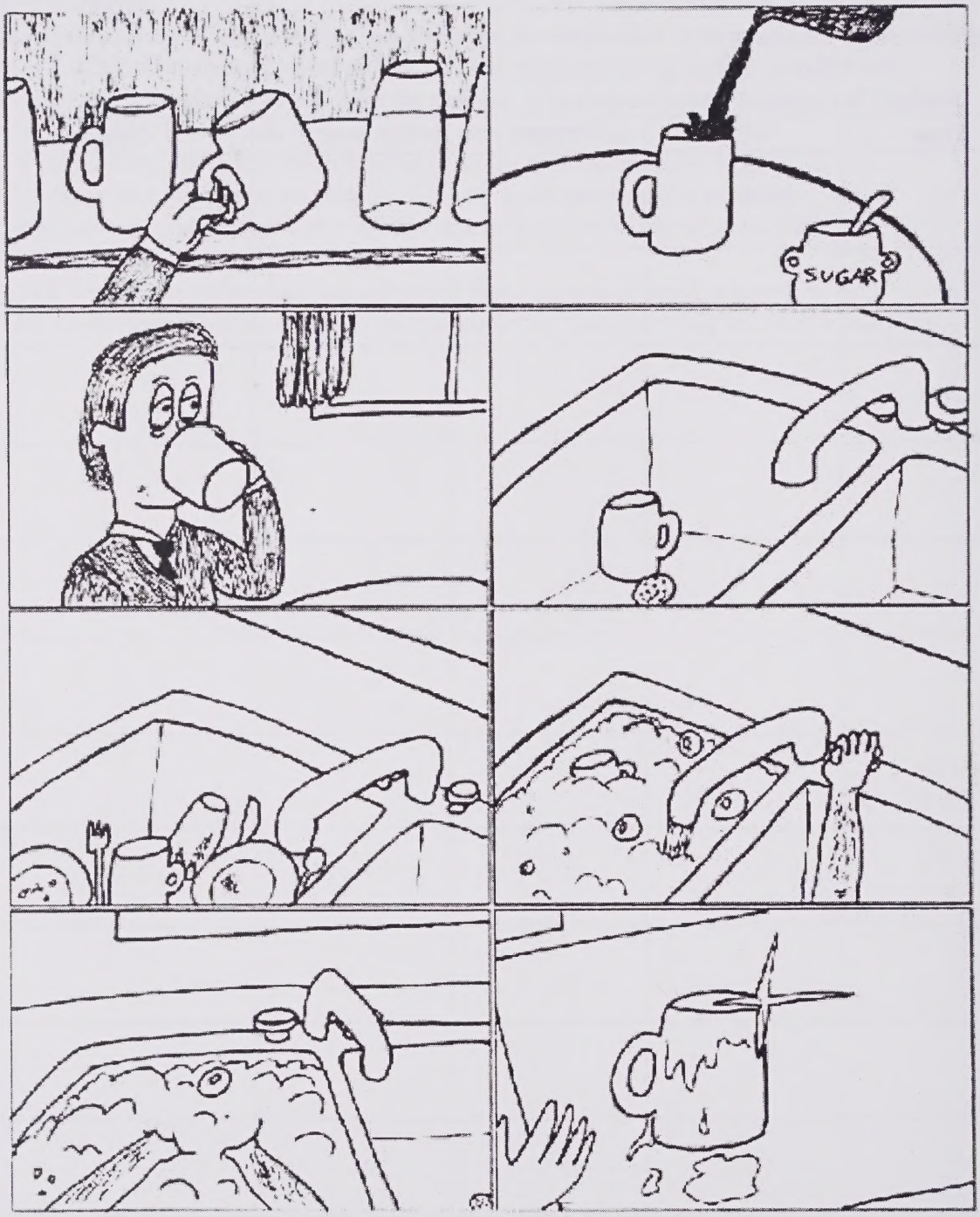
24-Hour Log

Name:
Date:

Time	Who?	What?	Where?	Drawing

Appendix B

A Day in the Life – Cartoon Sequence Story



Drawn by Ian Strung, student at Earl Haig S.S., Toronto, 1999. Permission granted for publication and reproduction.

Appendix C

Sequence Story

Long, long ago, the north wind and the sun were not friends. They often fought and argued with each other about which one was stronger.
One day they saw a traveller walking down the road. "Now we have the perfect way to settle our argument," they both thought. "We will see who can force the traveller to take his coat off. Whichever of us can do that will be the strongest."
First the north wind blew gently against the man. The man shivered slightly but kept walking.
After that the north wind gathered his strength and blew strong gusts of wind at the man. These gusts of wind made the man gather his coat more closely around him.
Then the north wind gathered all its strength and blew strong cold winds that almost pushed the man over. These winds made the man pull his coat more tightly around him.
When the wind saw this, it gave up trying and said to the sun, "It is your turn now."
The sun smiled. It came out from behind the cloud and began to shine gently upon the man.
After the wind disappeared and the sun began to shine, the man unbuttoned his coat.
Then the sun climbed higher in the sky and began to shine more brightly on the man.
Soon the man became warm.
First he unbuttoned his coat.
Next he took off his gloves and put them into his pocket.
He thought, "A little while ago, I was freezing. Now I am warm."
"Not long ago my coat could not keep me warm. Now it is making me very hot."
Finally the man stopped and took off his coat.
When the wind saw the man take off his coat, it turned to the sun and said, "I agree. You are stronger than I am!"

Appendix D

Story Log

#	Title	Who?	When?	Where?	Why? (the problem)	What Happened?	The Lesson
1							
2							
3							
4							
5							
6							

Appendix E

Rubric For Assessing Student Written Product

	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding • uses sequence words to develop storyline	- demonstrates limited understanding of sequence words	- demonstrates some understanding of sequencing words	- demonstrates considerable understanding of sequence words	- demonstrates thorough understanding of sequence words
Thinking • uses graphic organizers to develop ideas	- demonstrates limited use of graphic organizers to develop ideas	- demonstrates some use of graphic organizers to develop ideas	- demonstrates considerable use of graphic organizers to develop ideas	- demonstrates thorough use of graphic organizers to develop ideas
Communication • uses writing conventions: correct sentence structure, spelling, punctuation	- demonstrates limited use of writing conventions	- demonstrates some use of writing conventions	- demonstrates considerable use of writing conventions	- demonstrates thorough use of writing conventions
• uses adjectives and adverbs	- limited use of adjectives and adverbs	- some use of adjectives and adverbs	- considerable use of adjectives and adverbs	- thorough use of adjectives and adverbs
• uses appropriate verb tenses	- limited use of appropriate verb tenses	- some use of appropriate verb tenses	- considerable use of appropriate verb tenses	- thorough use of appropriate verb tenses
Application • demonstrates understanding of setting, character, plot, and theme	- demonstrates limited understanding of setting, character, plot, and theme	- demonstrates some understanding of setting, character, plot, and theme	- demonstrates considerable understanding of setting, character, plot, and theme	- demonstrates thorough understanding of setting, character, plot, and theme

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix F

Rubric for Assessing Storytelling

	Level One	Level 2	Level 3	Level 4
Knowledge/ Understanding				
• uses sequence words to tell the story	- demonstrates limited understanding of sequence words	- demonstrates some understanding of sequencing words	- demonstrates considerable understanding of sequence words	- demonstrates thorough understanding of sequence words
• uses adjectives and adverbs	- uses adjectives and adverbs in a very limited fashion	- uses some adjectives and adverbs	- uses adjectives and adverbs with considerable ability	- uses adjectives and adverbs very effectively
Thinking/Inquiry				
• uses correct verb tenses and endings	- demonstrates limited use of verb tenses and endings	- demonstrates some use of verb tenses and endings	- demonstrates considerable use of verb tenses and endings	- demonstrates thorough use of verb tenses and endings
• organizes ideas for presentation	- demonstrates limited organization of ideas	- demonstrates some organization of ideas	- demonstrates considerable organization of ideas	- demonstrates thorough organization of ideas
Communication				
• speaks clearly and audibly	- communicates audibly and clearly with limited ability	- communicates audibly and clearly with some ability	- demonstrates considerable ability to speak audibly and clearly	- demonstrates thorough ability to speak audibly and clearly
Application				
• uses facial expression and body language to clarify meaning	- uses limited expression and body language	- uses some expression and body language	- uses considerable expression and body language	- uses thorough expression and body language
• modulates voice in relation to ideas being presented	- uses limited modulation of voice	- uses some modulation of voice	- uses considerable modulation of voice	- uses thorough modulation of voice

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Unit 2: Survive and Thrive

Time: 20 hours
Unit Developers: Hazel Excell, Sandra Katz, Alison Kelsey, Barbara Landry, Barbara Leitch, Lesley Macdonald, Paula Markus, Betty Ann Taylor, Moira Wong
Development Date: February 2000

Unit Description

The backbone of this unit is the study of the short novel *Mieko and the Fifth Treasure*. Students explore and respond to the novel through literature circles, writing a first-person diary in the role of Mieko, as well as a variety of language development activities. Using the novel as a vehicle, students learn to recognize specific suffixes, parts of speech, and some vocabulary of emotions. In addition, students practise problem-solving techniques and the language for agreeing and disagreeing. As a culminating activity, students use decision-making models, expressive language, and the writing process to compose a survival story.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: BORV.01, BORV.03, BORV.04; BREV.01, BREV.03, BREV.04, BWRV.01, BWRV.02, BWRV.03; BSCV.01, BSCV.04.
Specific Expectations: BOR1.01, BOR1.02, BOR1.03, BOR1.06, BOR1.07, BOR1.08, BOR2.04; BRE1.01, BRE2.01, BRE2.02, BRE3.02, BRE3.03, BRE3.05, BRE3.06; BWR1.01, BWR2.01, BWR2.02, BWR2.03, BWR3.01, BWR3.02, BWR3.03, BWR3.04, BWR3.05, BWR3.06; BSC1.03, BSC.1.04, BSC2.02.

Activity Titles (Time + Sequence)

Activity 1	My Strengths	120 minutes
Activity 2	Novel Study: *Mieko and the Fifth Treasure*	420 minutes
Activity 3	The Language of Emotions	180 minutes
Activity 4	Problems and Solutions	240 minutes
Activity 5	Stories of Survival	240 minutes

Prior Knowledge Required

- Adapts to some key teacher expectations and school routines
- Writes simple texts following some conventions of English
- Comprehends simple texts
- Participates in class discussions
- Works in pairs and small groups
- Understands the use of some graphic organizers
- Uses voice and intonation to express feelings and emotions

Unit Planning Notes

- This unit is designed as the second unit of ESLBO. It is a literature unit that revolves around the novel *Mieko and the Fifth Treasure*. Building on the storytelling, reading, writing, and vocabulary skills developed in Unit 1, this unit moves students into a longer text and, through the strategy of literature circles, encourages the students to examine and reflect on the text with somewhat more depth.
- A literature circle is a discussion group in which students meet regularly to talk about a book. The range of activities covered by a literature circle includes discussion of the plot, characters, theme, making connections from the book to their own lives, as well as co-operative language development activities such as vocabulary study and discussion of literary techniques. The teacher's role is to facilitate and stimulate discussion in the circles, as well as to prepare in advance the language development activities for the groups. Literature circles promote positive attitudes towards reading by encouraging reflection and sharing. They are a catalyst for discussions that lead to critical thinking on the part of students and they model group co-operation and collaboration. It is strongly recommended that the teacher new to using the literature circles strategy consult some of the excellent and in-depth teacher resources suggested in the unit resources section below.
- Activity 2 (the novel study) must be completed before moving on to Activities 3, 4, and 5. They cannot be done concurrently with Activity 2 since the later activities assume the students are familiar with the entire plot and outcome of the novel.
- Obtain a class set of the novel *Mieko and the Fifth Treasure*. If possible, record this short book on tape to provide extra support for students. Obtain permission before recording the book on tape.
- It would be helpful to prepare some background information on WWII and the use of the atomic bomb. There may be gaps in some students' knowledge of these events. You may want to check your Board media resources department for a video on the dropping of the atomic bombs over Japan. Be sensitive to the fact that some students may come from countries where they or their families have experienced war or losses as a result of war. Allow students to tell of their personal experiences if they choose or respect their need for privacy.
- Obtain a copy of the book, *Voices of the Heart*, which beautifully complements both the themes of emotions and calligraphy. This book may be used as a read-aloud and for sharing in the literature circles. Keep it accessible for individual students to peruse during the unit.
- Collect samples of calligraphy in various languages and scripts to display around the classroom. If possible invite a calligrapher into the classroom to work with the students. The students themselves may also be an excellent resource for calligraphy and writing scripts.
- Encourage the students to refer to the thesauri introduced in Unit 1 as an aid in vocabulary development and to build their Word Family Charts.
- To build vocabulary and an understanding of the various parts of speech, produce a large Word Family Chart and display it in the classroom. Continue to build word families on the chart with words encountered throughout the unit.
- In the culminating activity of the unit students create and write survival stories using the writing process. Collect samples of student work as exemplars for future classes.
- If the teacher chooses not to use the novel *Mieko and the Fifth Treasure*, this unit can be used as a model for the study of similar short novels with compelling themes of challenge. Some suggestions for other books are:

  Cameron, Ann. *The Most Beautiful Place in the World*. New York: Knopf/Bullseye Paperbacks, 1993.

  Coerr, Eleanor. *Sadako and the Thousand Paper Cranes*. New York: Dell Paperbacks, 1977.

  Cohen, Barbara. *Molly's Pilgrim*. New York: Dell Paperbacks, 1983.

  Kidd, Diana. *Onion Tears*. New York: Beech Tree Paperbacks, 1993.

Teaching/Learning Strategies

Literature circles, process writing, diary writing, co-operative learning groups, interviewing, teacher read-alouds, silent reading, vocabulary charts, word family charts, affixes, word lists, student-created stories and skits, cloze exercises, pair, group, and class interaction, flow charts, decision-making strategies, directed reading, role play, script writing, graphic organizers, self reflection, self- and peer-assessment, problem-solving discussions.

Assessment and Evaluation

Activity	Type	Tool	Categories
Activity 1	Formative Diagnostic/ Formative	Interview Grid Paragraph	Communication Communication/Application
Activity 2	Diagnostic Summative Summative	Diary (writing skills) Diary (comprehension checklist) Activities Folder	Know/Comm Think/Comm/Application Know/Think/Comm/Application
Activity 3	Formative Summative	High/Low Chart Cloze Test	Know/Think/Application Knowledge/Communication
Activity 4	Formative Formative Summative	Self-Assessment Form Role-Play Scripts Problem-Solving Role Play Rubric	Thinking/Comm Communication Know/Think/Comm/Appl
Activity 5	Summative	Rubric to Assess Story	Know/Think/Comm/Appl

Resources

Booth, David, ed. *Literacy Techniques for Building Successful Readers and Writers*. Markham, Ontario: Pembroke Publishers, 1996.
Contains tips for setting up literature circles, as well as many other literacy activities to complement novel study.

Brownlee, Faye and Catherine Feniak. *Student Diversity: Addressing the Needs of All Learners in Inclusive Classroom Communities*. Markham, Ontario: Pembroke Publishers, 1998.
Includes several chapters on the use of literature circles with an easy step-by-step plan for setting them up in the classroom.

Coerr, Eleanor. *Mieko and the Fifth Treasure*. New York: Dell Yearling Paperbacks, 1994.
After sustaining a serious injury to her hand in the bombing of Nagasaki, Mieko, a budding calligraphy artist, has to deal with returning to school, overcoming her injury, and regaining her artistic inspiration.

Daniels, Harvey. *Literature Circles: Voice and Choice in the Student-Centered Classroom*. Markham, Ontario: Pembroke Publishers, 1994.
Everything a teacher needs to know about running literature circles in classroom from elementary through college level. Includes a number of reproducible materials sheets for various activities in literature circles.

Hill, Bonnie, N. Johnson, and K. Noe. *Literature Circles and Response*. Norwood, Massachusetts: Christopher Gordon Publishers, 1995.
An in-depth resource examining literature circles including many suggestions for novel extensions as well as assessment techniques.

Samway, Katherine and G. Whang. *Literature Study Circles in a Multicultural Classroom*. York, Maine: Stenhouse Publishers, 1996.
Includes bibliographies of literature for classroom study, documents for use in literature circles and examples of students' written responses to literature.

Short, Deborah J., ed. *New Ways in Teaching English at the Secondary Level*. Alexandria, Virginia: TESOL Publications, 1999.
This books offers a collection of best practices that address the particular interests and demands of working in the secondary school ESL classroom. Includes many suggestions for icebreakers, vocabulary development, and integrating language study with content areas. Available by telephone order through TESOL (Teachers of English to Speakers of Other Languages) at their toll free number 1-888-891-0041.

Young, Ed. *Voices of the Heart*. New York: Scholastic Press, 1997.
A beautifully illustrated picture book which explores 26 Chinese characters, each describing a feeling or emotion such as respect, sorrow, shame, and joy. Each character highlighted in the book contains within its structure a symbol for the heart.

Activity 1: My Strengths

Time: 120 minutes

Description

Through class discussion, pair interaction and use of graphic organizers, students will explore, identify, and build vocabulary about personal strengths and areas for improvement. Students will organize and develop their ideas through a paragraph plan and then use this plan as the basis for composing and editing a short paragraph.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations

BORV.01 - participate in conversations on familiar topics in some social situations;
❖BWRV.01 - write in a variety of forms;
BWRV.02 - use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities.

Specific Expectations

BOR1.01 - maintain face-to-face conversations on familiar topics;
BOR1.03 - listen to others and stay on topic in group discussion;
BOR2.04 - use common tenses, adjectives, adverbs, conjunctions, prepositions, common; idioms, some two-word verbs, and some interrogative and negative constructions appropriately and with some consistency;
BWR1.01 - write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters with teacher guidance;
BWR2.01 - generate and organize ideas for writing, using graphic organizers provided by the teacher;
❖BWR2.02 - compose a first draft of a simple composition;
❖BWR3.01 - compose a short paragraph containing simple and compound sentences;
❖BWR3.02 - use common tenses and verb phrases, adjectives, adverbs and some conjunctions in their writing;
❖BWR3.06 - use capitals for proper nouns, commas to separate items in lists, and quotation marks for direct speech, with some consistency.

Planning Notes

- Make copies of Appendix H – My Strengths and Appendix I – Interview Grid.
- Use students' Appendix H – My Strengths to create a classroom display. Be aware that some students may be sensitive to having their work displayed.
- If, after modelling a paragraph plan, students require additional direction in paragraph writing, create a model paragraph to assist them.
- Prepare an editing checklist, e.g., all points in the overall paragraph plan are covered, complete sentences, subject-verb agreement, use of compound sentences, use of conventions such as capital letters, periods, correct spelling. This checklist, or a modified version of it, could also be used by the teacher in the formative evaluation of the students' paragraphs, or another paragraph evaluation form could be developed for the teacher's assessment of the paragraphs.

Materials Needed

- copies of Appendix H – My Strengths and Appendix I – Interview Grid
- markers
- materials for creating a display

Prior Knowledge Required

- asks simple questions
- writes simple sentences
- familiarity with the writing and editing process
- familiarity with pair work

Teaching Learning Strategies

1. In a class discussion, brainstorm areas of personal strength which could be given in answer to the question, *How am I special?* To initiate discussion teacher refers to one or two personal strengths, e.g., *funny, friendly, artistic, athletic, multilingual.* Alternatively, use characters from Unit 1, to discuss areas of strength, e.g., *The tortoise is determined. The sun is confident.* Record student responses on board or chart paper.
2. Have students get into pairs and discuss the following three questions, *How am I special? What am I good at? What can I improve?* After students have had sufficient time for discussion, hand out copies of Appendix H – My Strengths for completion. Encourage students to complete the graphic clearly and colourfully. Collect student products and use them to create a bulletin board display.
3. Distribute Appendix I – Interview Grid to the class. Have students circulate and interview five other students to complete their graphic organizer with point form notes. Students submit Appendix I – Interview Grid for formative evaluation.
4. Students will write a paragraph based on their personal information. In preparation, teacher models a paragraph plan. Also model for the students the combination of some pieces of information into compound sentences. Stress the development of the three areas of information through the use of details, as in the following sample paragraph plan:
   How am I special? sense of humour
   - people laugh at my jokes
   - see the funny side of life

   What am I good at? play piano
   - in the school band
   - play at friends' parties
   - entertain family

What can I improve? need to be more organized

- keep a tidy desk
- use an agenda
- keep room clean

5. Following the above structure, students develop their own paragraph plan and write the first draft of their paragraph.
6. With a writing partner students edit paragraphs using an editing checklist, then revise their paragraphs and make a final copy for teacher assessment.

Assessment/ Evaluation Techniques

- Completion of Appendix I – Interview Grid – assesses students' ability to question others to obtain and to record key information (formative).
- Using the checklist described in the planning notes, assess the paragraph on personal strengths (diagnostic/formative).

Accommodations

- Act as a writing partner to support students with paragraph writing.
- Scribe for students where appropriate or necessary.
- Allow students to use first language to produce the paragraph plan.
- Have students compile a collage of pictures on their strengths and write captions for these.

Activity 2: Novel Study: *Mieko and the Fifth Treasure*

Time: 420 minutes

Description

Students will form literature circles and will be guided through a range of teacher-supported strategies for reading and responding to the short novel *Mieko and the Fifth Treasure*. This book tells the story of Mieko, a young Japanese girl and budding calligraphy artist whose hand is injured in the bombing of Nagasaki. Mieko struggles with the emotional desolation caused by the loss of her ability to express herself artistically. Her efforts to rebuild her self-confidence and continue with her art comprise the message of the story. Language development activities drawn from the context of the novel include the study of adjectives, word families, and some prefixes and suffixes. Students will write first-person diary entries in the role of Mieko to demonstrate their understanding of the text and their responses to it.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations

BORV.01 - participate in conversations on familiar topics in some social situations;
❖BREV.01 - respond to a range of short fiction and non-fiction texts, using a variety of strategies;
BREV.03 - demonstrate knowledge of English vocabulary related to classroom studies;
BREV.04 - read texts with familiar content or vocabulary, using a variety of reading strategies;
❖BWRV.01 - write in a variety of forms;
BSCV.04 - demonstrate adaptations to school norms, key teacher expectations, and classroom routines.

Specific Expectations

BOR1.01 - maintain face-to-face conversations on familiar topics;
BRE2.01 - use context and familiar vocabulary in texts to infer the meaning of new words;
BRE2.02 - use vocabulary acquisition strategies;

BRE3.02 - demonstrate comprehension of teacher-prepared texts and summaries;
❖BRE3.03 - state the main idea of individual passages that contain familiar vocabulary;
BRE3.06 - demonstrate comprehension of syntactic cues with teacher guidance;
❖BWR1.01 - write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses and letters, with teacher guidance;
BWR3.02 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;
❖BWR3.03 - use a variety of simple sentence patterns in their writing;
BSC2.02 - ask questions of teachers and peers for clarification and to obtain information.

Planning Notes

- Obtain a class set of the novel *Mieko and the Fifth Treasure*. This inexpensive paperback is easily located through bookstores and wholesale book distributors.
- This activity focusses on the study of the novel through a literature circle, a discussion group in which students meet regularly to talk about a book. The range of activities covered by a literature circle include discussion of the plot, characters, theme, making connections from the book to their own lives, as well as co-operative language development activities such as vocabulary study and discussion of literary techniques. The teacher's role is to facilitate and stimulate discussion in the circles, as well as to prepare in advance the language development activities for these groups. Literature circles promote positive attitudes towards reading by encouraging reflection and sharing. They are a catalyst for discussions that lead to critical thinking on the part of students and they model group co-operation and collaboration. For more information and suggestions on conducting literature circles, refer to the list of teacher resources at the end of this activity.
- Develop activities for the literature circles focussing on theme, plot, connections to their world, vocabulary expansion, etc. Provide folders for each student to store all of their activity sheets and work based on the novel.
- Obtain a copy of *Voices of the Heart*. The teacher may choose to share several pictographs from this book with students at various times throughout the novel study to enhance their appreciation of calligraphy while at the same time building vocabulary related to feelings and emotions.
- The teacher may also wish to obtain copies of Lee's *At the Beach, In the Snow,* or *In the Park*, all of which are lovely pictorial enrichments to the theme of Chinese calligraphy.
- If you plan to invite a calligrapher to class, arrange for the visit.
- Develop a checklist or rubric for the summative assessment of the diary assignment, concentrating on evaluating students' comprehension of the events of the novel. The diary will also be used as a diagnostic assessment of the students' writing skills.

Prior Knowledge Required

- reads and responds to short passages with teacher guidance
- uses some reading strategies with teacher guidance
- writes simple sentences in English
- works co-operatively in groups
- familiarity with using teacher-provided graphic organizers
- familiarity with some aspects of non-verbal communication, such as tone of voice and gestures

Teaching/Learning Strategies

1. Introduce the novel study by telling students that throughout this activity they will be reading and responding to *Mieko and the Fifth Treasure*. This novel highlights the theme of overcoming difficulties by building on one's own strengths. Guide students through a session to build background knowledge about World War II, Japan, and the atomic bomb. Delve also into their background knowledge of calligraphy. Encourage predictions on what the story may be about through using clues on the book's cover and title, illustrations, and back cover "blurb". Have students formulate questions concerning their predictions about the book.
2. In order to provide support for the students' developing English reading skills, read each chapter aloud while students follow in their books before they read independently. Stop during the oral reading to clarify and confirm understanding, to discuss particular vocabulary items, to ask general comprehension questions, and to have students offer predictions about what will happen next. At the conclusion of the oral reading, assign the chapter again for home reading.
   Re-read pages 9 - 11 aloud to students. Ask students to listen for information about what makes Mieko special, what she is good at, and what students think she would want to improve on. You may wish to use Activity 1, Appendix H – My Strengths to create a graphic for Mieko.
   Model the writing of a diary entry in the role of Mieko. Explain that students will continue to write Mieko's diary entries for each of the chapters as they progress through the novel and that the students will be submitting their diaries to you for assessment at the conclusion of the activity.
3. During this ongoing novel study, introduce and model a number of strategies for reading comprehension and vocabulary development for the students to practise during their independent re-reading of the assigned chapter. Some suggestions are:
   - Use sticky notes to mark places in the text where there are questions about plot development or vocabulary.
   - Use a "vocabulary bookmark" which has a place to jot new words, page numbers, and definitions.
   - Record new words in a vocabulary journal.
   - Record guesses about unfamiliar vocabulary and supporting reasons for these guesses for later class discussion. Verify meanings in learner dictionaries.
   - Complete a plot summary organizer for each chapter to answer questions : *Who...? Where...? When...? Where...? How...? Why...?* The organizer from Unit 1 could be used for this purpose (see Appendix D – Story Log).
4. Provide the literature circles with a variety of activities for responding to literature as well as for reading strategy development. Have each student maintain a folder to store all completed activities, which will be assessed at the end of the unit. Some suggested activities are:
   - Literature circle members can co-operatively write a point form summary of incidents in the chapter.
   - Have groups discuss their understanding of the story and compose questions comprehension to be answered by another group.
   - Build a word wall based on the novel and have groups add to it, perhaps including visuals as a further aid to learning vocabulary. (A word wall is a class wall display of words organized either alphabetically or thematically, such as emotions and feelings; these words may be accompanied by visuals, definitions, and/or first language equivalents. Use the word wall for examples to draw on for spelling development as well.)
   - Build a jigsaw vocabulary crossword puzzle which compels students to work together to determine the words. Consult the article by Coelho in the activity resource list for directions in preparing a jigsaw crossword activity.
   - Compose cloze passages with key vocabulary from the chapter which the groups can complete.

- Have students complete a jigsaw cloze passage on a section of the book. In this type of task the teacher prepares a passage, makes enough copies of this passage for the members of the literature circle, and blanks out different words on each of the copies. Group members work together to rebuild the entire passage, without showing each other their own papers.
- Have students explore connections between the novel, their own lives and experiences, and the external world.

5. Introduce the concept of a literature circle to the class. Divide the class into groups of four to six participants for each literature circle. Students will interact in these groups for the length of the novel study while the teacher circulates amongst groups to facilitate comprehension and completion of tasks.

Accommodations

- Tape the whole novel, with permission, and have a number of tapes available for students to borrow for home reading.
- Within the literature circle grouping, students can choose to read with a "buddy". See Resources for an excellent book on reading buddies.
- Literature circle members can decide to vary the length of text for which they are responsible over a given period of time.
- Students can dictate or tape record their diary entries.
- Have students retell events in the novel through sketching illustrations.
- Have students do some research on calligraphy and various writing scripts in the library or over the Internet.
- Students could do research on Japan/Asia during WWII for enrichment.

Assessment/Evaluation Techniques

- Use the checklist developed to assess comprehension, Diary of Mieko's Feelings and Experiences (summative).
- Use the diary also as a diagnostic assessment of students' writing skills (diagnostic).
- Monitor and assess a folder of activities that students complete during the novel study (summative).

Resources

Booth, David, ed. *Literacy Techniques for Building Successful Readers and Writers*. Markham, Ontario: Pembroke Publishers, 1996.

Brownlee, Faye and Catherine Feniak. *Student Diversity: Addressing the Needs of All Learners in Inclusive Classroom Communities*. Markham, Ontario: Pembroke Publishers, 1998.

Coelho, Elizabeth. "Jigsaw: Integrating Language and Content". In Carolyn Kessler, ed. *Cooperative Language Learning: A Teacher's Resource Book*. Englewood Cliffs, New Jersey: Prentice Hall, 1992.

Coerr, Eleanor. *Mieko and the Fifth Treasure*. New York: Dell Yearling Paperbacks, 1994.
After sustaining a serious injury to her hand in the bombing of Nagasaki, Mieko, a budding calligraphy artist, has to deal with returning to school, overcoming her injury, and regaining her artistic inspiration.

Daniels, Harvey. *Literature Circles: Voice and Choice in the Student-Centered Classroom*. Markham, Ontario: Pembroke Publishers, 1994.

Hill, Bonnie, N. Johnson, and K. Noe. *Literature Circles and Response*. Norwood, Ontario: Christopher Gordon Publishers, 1995.

Lee, Huy Voun. *At the Beach*. New York: Henry Holt and Company, 1994.
A picture book in which a mother and son practise writing Chinese characters in the sand. Ten Chinese pictographs are introduced to the reader.

Lee, Huy Voun. *In the Snow*. New York: Henry Holt and Company, 1995.
A picture book in which a mother and son practise writing Chinese characters in the snow. The characters for ten simple words relating to winter and nature are introduced.

Lee, Huy Voun. *In the Park*. New York: Henry Holt and Company, 1998.
A mother and son practise writing Chinese characters during a walk in the park. Chinese pictographs relating to nature are introduced.

Samway, Katherine and G. Whang. *Literature Study Circles in a Multicultural Classroom*. York, Maine: Stenhouse Publishers, 1996.

Samway, Katherine, G. Whang, and M. Pippitt. *Buddy Reading: Cross-Age Tutoring in a Multicultural School*. Portsmouth, New Hampshire: Heinemann, 1995.

Young, Ed. *Voices of the Heart*. New York: Scholastic Press, 1997.

Activity 3: The Language of Emotions

Time: 180 minutes

Description

In this activity students recognize how language conveys emotions and feelings, and develop their ability to express some emotions through English vocabulary. Through the use of a graphic organizer, students chart the emotions and feelings of the main character in the novel, *Mieko and the Fifth Treasure*. Students also explore word families and learn some common affixes for the purpose of vocabulary expansion.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing

Overall Expectations

BORV.01 - participate in conversations on familiar topics in some social situations;
BORV.03 - understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used;
BREV.01 - respond to a range of short fiction and non-fiction texts using a variety of strategies;
❖BREV.03 - demonstrate knowledge of English vocabulary related to classroom studies;
BWRV.01 - write in a variety of forms.

Specific Expectations

BOR1.01 - maintain face-to-face conversations on familiar topics;
BOR1.02 - determine meaning by requesting clarification and restating information when necessary;
BOR2.04 - use common tenses, adjectives, adverbs, conjunctions, prepositions, common idioms, some two-word verbs and some interrogative and negative constructions appropriately and with some consistency;
BRE1.01 - demonstrate understanding of fiction and non-fiction texts designed or adapted for second-language learners;
❖BRE2.02 - use vocabulary acquisition strategies (e.g., check learner dictionaries; recognize common prefixes, suffixes, and word families; use knowledge of common sound-symbol relationships and dictionary pronunciation guides to aid in pronouncing new words);
BRE3.05 - scan text with familiar vocabulary or content for specific information;
BRE3.06 - demonstrate comprehension of syntactic cues (e.g., possessives, verb phrases, comparatives, progressive tenses and conjunctions), with teacher guidance;

BWR3.02 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;
BWR3.04 - use vocabulary acquisition strategies to spell words correctly (e.g., knowledge of prefixes, suffixes and word families).

Planning Notes

- Prepare sufficient copies of Appendix J – Vocabulary List, Appendix K – Word Families and Appendix L – High/Low Emotions Chart
- For Teaching/Learning Strategy 2 select several appropriate passages from the novel which clearly illustrate Mieko's emotions. Some examples are: page 18, *"Once Mieko dropped a whole dish of chopped fish onto the floor. She stood there looking down at the mess, biting her lip."* Page 48: *"Mieko felt the bitterness inside of her beginning to disappear like the early morning mist."*
- Select several pictographs from *Voices of the Heart* that illustrate some of the emotions under study in this activity such as shame, worry, joy, sorrow and share these with the class.
- Prepare a cloze test to assess students' acquisition of vocabulary relating feelings and emotions. The test should assess students' learning of both noun and adjective forms.
- A classroom display of words of emotions and feelings in different languages prepared by the students would be an excellent visual complement to this activity.

Prior Knowledge Required

- some knowledge of parts of speech, particularly nouns and adjectives
- writes simple sentences in English

Teaching/Learning Strategies

1. Provide the students with the list of words drawn from the novel, *Mieko and the Fifth Treasure*, relating to feelings and emotions. (See Appendix J – Vocabulary List.)
2. With a partner, students find these words or expressions in the book. Have students copy the sentence in which they find each item and underline the word(s). Read selected passages from the book out loud to the class. Students listen to the passages and as a class suggest words from Appendix J – Vocabulary List that describe how Mieko felt in each passage.
3. Review/teach adjectives and nouns. Give students the Appendix K – Word Families. With a partner, students put the words from the bottom of Appendix K – Word Families (all appeared previously in Appendix J – Vocabulary List) into the appropriate column on the chart. Work with the class to verify the placement of the words and then to fill in the empty spaces with adjectives that relate to corresponding nouns or nouns that relate to corresponding adjectives. As a class, identify suffixes that indicate adjectives or nouns. Underline these on the chart. As the unit progresses students may add additional adjectives and nouns. Take advantage of opportunities as they occur during your teaching to call attention to these parts of speech and their identifying suffixes. Use a cloze test of words from the chart to assess the students' acquisition of the vocabulary and parts of speech at the end of the activity.
4. Provide the students with the following sentence pattern,
   Mieko felt _____ when_____
   I feel_____ when_____
   Have the students choose five words from the Word Families chart and use the pattern above to write sentences about Mieko and themselves.

5. Give students copies of Appendix L (High/Low Emotions Chart). Explain to the class that in pairs they will be charting Mieko's emotional state throughout the novel and using adjectives to record her feelings on the High/Low Emotions Chart. Explain to the students that the X axis shows the chronological progression of events in the novel and that they will use the Y axis to record Mieko's emotions. The "0" point of the (Y) axis indicates "Low"; the highest point of this axis indicates "High." For each point along the emotions (Y) axis students determine how Mieko felt, choose two adjectives to describe her feelings, and put these on the graph at the spot along the time axis that they believe is most appropriate. Advise students to work in pencil since they may want to reconsider their choice of words or placement of emotions as they proceed through the events. When the students have completed the task and are content with their choices, have them redo the chart in marker or coloured pencil. Collect and display the charts. Have students walk about the classroom to see other students' charts.

Assessment/Evaluation Techniques

- Assess High/Low Emotions Chart over time to determine if students comprehend the events of the novel and can apply appropriate vocabulary to Mieko's feelings (formative).
- Using the cloze test, evaluate the acquisition of feelings and emotions vocabulary in noun and adjective forms (summative).

Accommodations

- Have students use the taped version of the book to search for the feelings/emotions vocabulary and to review events for the High/Low Chart.
- Form a small group and assist students in completing the High/Low Emotions Chart.
- Provide additional language exercises on adjectives and nouns.
- Use visuals to highlight meanings of emotion words, e.g., faces depicting various emotions, and have students compile a collage illustrating feelings.
- Use a picture or photo dictionary spread which depicts a range of emotions.
- Use sounds to emphasize the meanings of words denoting emotions such as joy, fear, surprise.

Activity 4: Problems and Solutions

Time: 240 minutes

Description

This activity focusses on problem-solving and decision-making strategies. Using an example from *Mieko and the Fifth Treasure*, students will learn to graphically represent problems, possible decisions, and consequences in a flow chart. Students practise patterns for expressing agreement and disagreement, using these in group interaction to arrive at a group consensus about a problem. Groups will script and perform a skit based on a given problem about adjustment to school life.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Writing

Overall Expectations

BORV.01 - participate in conversations on familiar topics in some social situations;

❖BORV.02 - recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech;

❖BORV.04 - communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency;

BWRV.01 - write in a variety of forms;
BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work.

Specific Expectations
BOR1.03 - listen to others and stay on topic in group discussions;
❖BOR1.06 - use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions;
❖BOR1.07 - use tone of voice, gestures, and other non verbal cues to help clarify meaning when describing events, telling stories, and stating opinions;
❖BOR1.08 - use the customary stress and intonation patterns of English speech to emphasize meaning or to express feelings (e.g., add emphasis to certain words; use intonation to express surprise);
BWR1.01 - write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses and letters with teacher guidance;
BWR2.01 - generate and organize ideas for writing, using graphic organizers provided by the teacher;
BWR3.02 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;
BWR3.03 - use a variety of simple sentence patterns in their writing.

Planning Notes

- Prepare sufficient copies of Appendix M – Problem Scenarios and Appendix N – Self-Assessment of Participation in Groups
- Have sufficient slips of paper and a box available for Teaching/Learning Strategy 4.

Prior Knowledge Required

- ability to work in co-operative groups
- uses tone of voice and gestures to help clarify meaning in classroom presentations
- writes a variety of simple English sentence patterns

Teaching/Learning Strategies

1. Identify a part of the book where Mieko has to make a decision, e.g., Mieko has to decide whether or not to enter the calligraphy contest (Chapter 7). On the board create a flow chart that illustrates Mieko's problem, her options, and the consequences of each option. (See example below.) Model a number of agree/disagree statements of opinion for the class, for example, … *In my opinion ... I agree with Mieko's decision because ... I disagree with Mieko's decision ... I think Mieko ... I don't think ... I feel ... I believe ...* Lead the class in a discussion of Mieko's choices and her eventual decision.

PROBLEM

Should Mieko enter the calligraphy contest?

↓ ↓

MIEKO'S CHOICES

YES	NO
• Mieko could try her best. • She did a lot of painting before her injury. • Yoshi thinks Mieko should enter.	• Mieko thinks her hand is not better. • She is afraid she can't paint well anymore. • Mieko is afraid she won't do a good painting.

↓ ↓

CONSEQUENCES

Maybe Mieko will win. Maybe Mieko won't win. Mieko will feel good about trying. Mieko may feel embarrassed by her picture. Mieko may be afraid that people would tease her.	Mieko can't win. Mieko can't lose. She doesn't have to feel embarrassed. Maybe she won't feel brave or good about herself.

2. Divide the class into small groups. Give each group a decision-making problem (Appendix M – Problem Scenarios). Have each group:
   - read the problem;
   - discuss possible solutions to the problem;
   - create a flow chart which illustrates the potential solutions; and consequences of these solutions
   - come to a consensus as to a resolution for their problem.
3. Once students have completed the steps above, have each group create and script a skit about the problem they discussed, the solution they chose, and the consequences of the decision. Give time for the students to revise their script and practise a dramatization of it. Review the tone of voice and other non-verbal communication techniques that the students practised in the Unit 1 storytelling presentation. Have the students submit their scripts for formative evaluation of writing skills.
4. Review agree/disagree patterns from Teaching/Learning Strategy 1. Have each group present its skit. After each skit have each member of the audience use the agree/disagree structure to indicate on a slip of paper whether they agree or disagree with the protagonist's solution and why. Students put these slips of paper into a box. Members of the performing group draw slips from the box and read them to the class. Allow time for the class discussion that these responses will generate.

Assessment/Evaluation Techniques

- Use Appendix G – Self-Assessment Form for Participation in Groups to have students assess their participation in the group skit activity (formative).
- Assess the role-play scripts for writing skills (formative).
- Adapt Appendix F – Rubric for Assessing Storytelling to assess students' oral delivery (summative).

Accommodations

- Match students with same first-language partners within a group.
- Encourage students to be coaches or prompters for each other.
- Permit students to read from their scripts.

Activity 5: Stories of Survival

Time: 240 minutes

Description

This culminating activity consists of a student composition which weaves together in a student composition the language skills and thinking strategies presented in the unit. Using the flow chart graphic to represent the stages of problem solving, students will develop ideas for a narrative dealing with a character who must solve a problem and that character's feelings in dealing with the issue. Through the process-writing approach, students will use a simple story plan to compose a first draft. After conferencing with the teacher, the students will produce a final version of their story.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Writing

Overall Expectations

BORV.01 - participate in conversations on familiar topics in some social situations;
❖BWRV.01 - write in a variety of forms;
❖BWRV.02 - use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities;
❖BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work.

Specific Expectations

BOR1.03 - listen to others and stay on topic in group discussion;
BWR1.01 - write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance;
❖BWR2.01 - generate and organize ideas for writing, using graphic organizers provided by the teacher;
❖BWR2.02 - compose a first draft of a simple composition;
❖BWR2.03 - use simple word-processing software to compose and edit pieces of writing;
❖BWR3.01 - compose a short paragraph containing simple and compound sentences;
❖BWR3.02 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;
❖BWR3.03 - use a variety of simple sentence patterns in their writing;
BWR3.05 - check spelling, using a variety of resources (e.g., learner dictionaries, word lists, spell checkers).

Planning Notes

- Prepare sufficient copies of rubric (Appendix O – Rubric for a Survival Story)
- Arrange access to computers for students' use if possible.
- Consider strategies for classroom management during student/teacher conferencing.
- Collect samples of student work in this story-writing assignment for future use as samples of achievement.

Prior Knowledge Required

- familiarity with the writing process, particularly with pre-writing, writing a first draft and editing with a peer
- writes short structured compositions in simple English sentences
- familiarity with the decision-making flow-chart and strategies from Activity 4

Teaching/ Learning Strategies

1. With the class, brainstorm a list of problems that students or new immigrants might have. Tell the students to copy the list and give opportunity for students to add any additional problems to the list.
2. Have students individually choose a problem from the above list, from their own personal experience, from the experience of someone they know, invent a fictional incident, or use one of the problem scenarios from Activity 4. Tell students that they will be using the process-writing approach to write a story based on the problem they choose.
3. Have students generate the ideas for their story in a flow chart format similar to that used in Activity 4. Once students have organized their ideas for writing, give them the following story plan.

Paragraph One	Introduction to main character and problem
Paragraph Two	Possible solutions to the problem
Paragraph Three	The character's decision and result

4. Share the assessment rubric (Appendix O – Rubric for a Survival Story) with the class in order to clarify expectations for the assignment.
5. Using a process-writing approach, students compose a first draft of their story. Students conference with the teacher to revise and edit their writing.
6. Students rewrite the final draft of their composition. If accessible, students can use simple word-processing software to write and edit their stories into a final copy. Students should hand in their flow chart, first draft, and final draft to the teacher for assessment.

Assessment/Evaluation Techniques

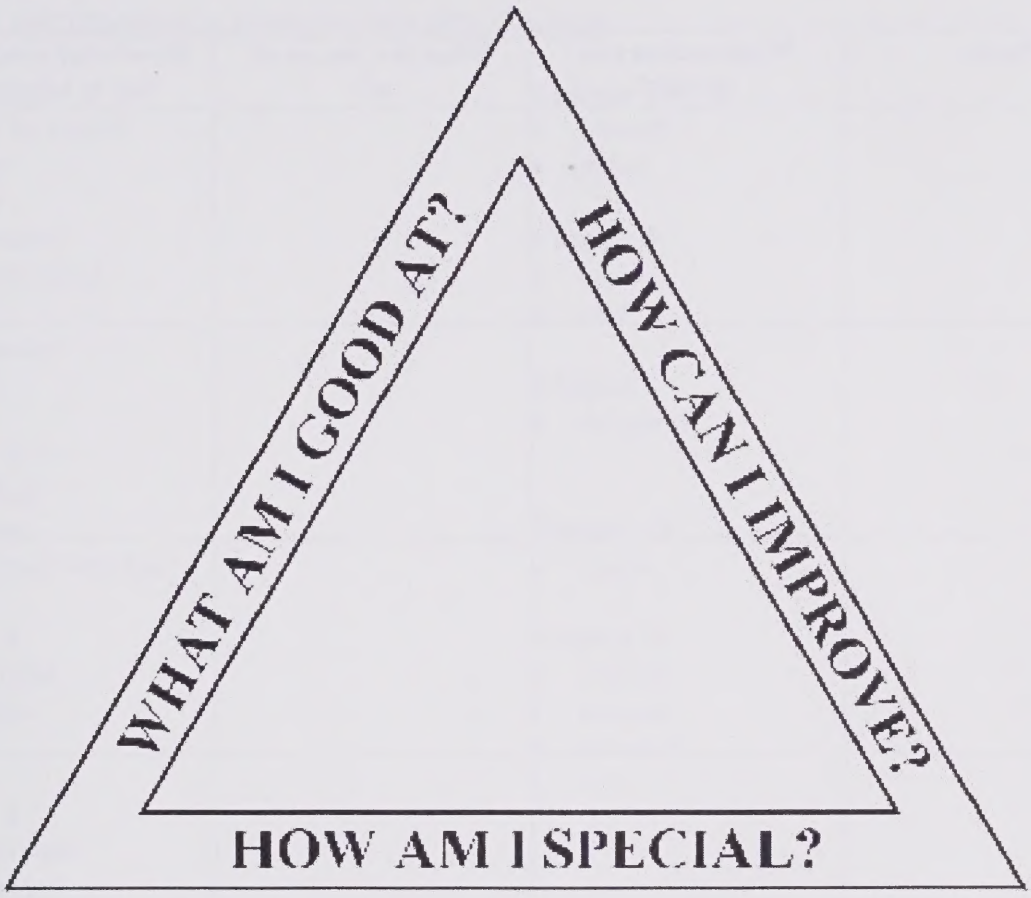
- Evaluate the student compositions using Appendix O – Rubric for a Survival Story (summative).

Accommodations

- Students may do prewriting activities in their first language.
- In addition to conferencing with the teacher, students may conference with peers, possibly in their first language.
- Students may write a one-paragraph composition.

Appendix H

My Strengths



Appendix I

Interview Grid

Name	What makes you special?	What are you good at?	How/what would you like to improve?

Appendix J

Vocabulary List

Feelings and Emotions in *Mieko and the Fifth Treasure*

Chapter 1
- sorry for herself
- happy
- bitter
- frightened
- homesickness
- sad
- exhausted
- alone

Chapter 2
- satisfied
- worried
- paralyzed with fear

Chapter 3
- loneliness
- nervous
- silly

Chapter 4
- overexcited
- concerned
- serious
- upset
- We miss you.

Chapter 5
- Mieko's spirits sank.
- ashamed
- a lump came into her throat
- anxious
- long face

Chapter 6
- stunned
- scared to death
- surprised

Chapter 7
- pleased
- proud

Chapter 8
- excited
- glad

Chapter 9
- delighted

Chapter 10
- unsure

Chapter 11
- jealousy
- stunned
- ashamed
- love

Appendix K

Word Families

Adjectives	Nouns

Below is a list of words from *Mieko and the Fifth Treasure*.

Look at each word and decide if it is a noun or an adjective, then put it into the correct column on the chart.

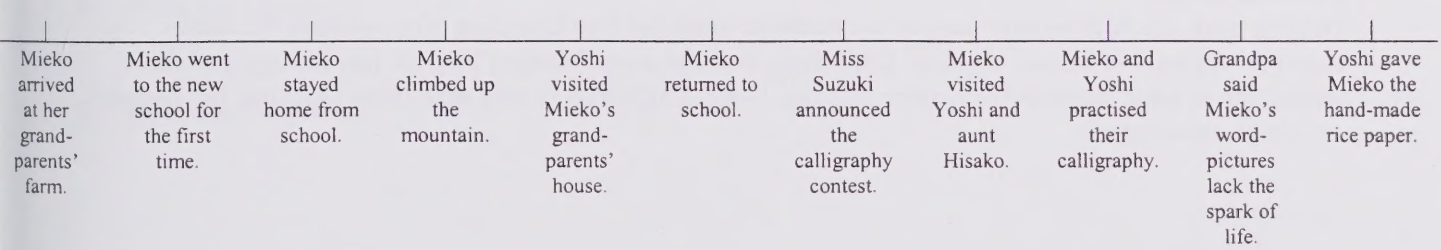
happy	bitter	frightened	homesickness
sad	exhausted	satisfied	worried
nervous	silly	serious	ashamed
surprised	proud	excited	jealousy

Appendix L

High/Low Emotions Chart

IGH

OW


Mieko arrived at her grand-parents' farm.
Mieko went to the new school for the first time.
Mieko stayed home from school.
Mieko climbed up the mountain.
Yoshi visited Mieko's grand-parents' house.
Mieko returned to school.
Miss Suzuki announced the calligraphy contest.
Mieko visited Yoshi and aunt Hisako.
Mieko and Yoshi practised their calligraphy.
Grandpa said Mieko's word-pictures lack the spark of life.
Yoshi gave Mieko the hand-made rice paper.

Appendix M

Problem Scenarios

Problem One
Mohammad has to look after his two-year-old brother as soon as he gets home from school because his parents go to work at night. He tries to do his homework when his brother is awake, but the little brother likes to write on Mohammad's papers. The little boy goes to bed late so by the time his brother is asleep, Mohammad is too tired to do his homework.

Problem Two
Ying started her science course two weeks late so she missed a lot of work. Also, her seat is at the back. She can't see the board well most of the time. As a result, she doesn't understand what is happening in class much of the time. She feels uncomfortable about talking to the teacher.

Problem Three
Steve loves to play soccer. He plays all the time and he wants to be on the school team. His marks this year are not very good. His parents won't let him play soccer because of his bad marks.

Problem Four
Rina's teacher talks too fast. He doesn't write homework on the board. Rina usually doesn't understand what she has to do. She has two friends in the class who have the same problem. What can she do?

Problem Five
Tolga's friend Sivan never does homework. Sivan plays computer games instead. She always borrows Tolga's homework. Sivan gets angry if Tolga doesn't give her the homework. Sometimes the teacher thinks that Tolga didn't do the homework because Sivan has Tolga's papers.

Problem Six
Tran goes to a school where no one speaks his language. At lunchtime Tran feels too shy to sit with other students from his classes so he is always alone. Tran wants to make friends to practise his English.

Problem Seven
Daljit attends a school where many of the students speak her first language. They always eat lunch together and walk to school together. Daljit feels that she is not learning English fast enough and she would like to meet students from other cultures. When Daljit tries to mix with other students, her friends say she is showing off.

Appendix N

Self-Assessment Form for Participation in Groups

Behaviour	Often	Sometimes	Rarely	Never	Comments
1. I listened to others in my group.					
2. I didn't interrupt when someone else was speaking.					
3. I asked for information.					
4. I gave information.					
5. I gave an opinion.					
6. I agreed or disagreed.					
7. I asked for clarification.					

8. What am I good at?

9. How can I improve?

Appendix O

Rubric for a Survival Story

	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding • accurate use of verb tenses	- limited accuracy in verb tenses	- some accuracy in verb tenses	- considerable accuracy in verb tenses	- thorough accuracy in verb tenses
• accurate use of adjectives	- limited accuracy in use of adjectives	- some accuracy in use of adjectives	- considerable accuracy in use of adjectives	- thorough accuracy in use of adjectives
Thinking/Inquiry • development of main idea and details through story plan	- limited clarity in main ideas	- some clarity in main ideas	- considerable clarity in main ideas	- thorough clarity in main ideas
	- limited use of supporting details	- some use of supporting details	- considerable use of supporting details	- thorough use of supporting details
Communication • uses vocabulary to express feelings and emotions	- limited use of vocabulary to express feelings	- some use of vocabulary to express feelings	- considerable use of vocabulary to express feelings	- extensive use of vocabulary to express feelings
• uses writing conventions and spelling accurately	- limited accuracy in writing conventions and spelling	- some accuracy in writing conventions and spelling	- considerable accuracy in writing conventions and spelling	- thorough accuracy in writing conventions and spelling
Application • applies the writing process	- limited use of the flow chart to generate ideas	- some use of the flow chart to generate ideas	- considerable use of the flow chart to generate ideas	- thorough use of the flow chart to generate ideas
	- limited editing for final draft	- some editing for final draft	- considerable editing for final draft	- thorough editing for final draft

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Unit 3: Canada: How It Works

Time: 25 hours
Unit Developers: Helena Ben David, Vilma Blenman, Jane Campbell, Hazel Excell, Denise Gordon, Sandra Katz, Alison Kelsey, Paula Markus, Eleanor Minuk, Jo Nieuwkerk, Ero Siouga, Betty Ann Taylor
Development Date: June 2000

Unit Description

In this unit students develop language skills while gaining an awareness of Canada's three levels of government, the electoral system, political parties, and regional economies. They read and gather information from textbooks, CD-ROMs, and authentic materials such as government publications, maps, newspapers, charts, and telephone blue pages. Students gain familiarity with government services, make telephone calls, and skim and scan texts to locate specific information. They practise the present tense and interrogatives and develop a basic vocabulary of government terms. As a culminating activity, students demonstrate their increased knowledge of Canada by producing games such as puzzles, board games, and TV-style quiz shows.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: BORV.01, BORV.02, BORV.03, BORV.04, BORV.05, BORV.06, BREV.01, BREV.03, BREV.04, BREV.05, BWRV.01, BWRV.02, BWRV.03, BSCV.01, BSCV.02, BSCV.04.
Specific Expectations: BOR1.01, 1.02, 1.03, 1.04, 1.05, 1.06, 1.07, 2.01, 2.02, 2.03, 2.04, 3.03, 4.01; BRE1.01, 1.03, 2.01, 2.02, 2.03, 3.01, 3.02, 3.03, 3.04, 3.05, 3.06, 4.01, 4.02; BWR1.01, 1.02, 3.02, 3.03, 3.04, 3.05, 3.06; BSC1.01, 1.02, 1.04, 1.05, 2.02, 2.03, 2.04.

Activity Titles (Time + Sequence)

Activity 1	Canada: What Do We Know?	180 minutes
Activity 2	Across the Nation: Canada's Regions	360 minutes
Activity 3	Government: Federal, Provincial, Municipal	180 minutes
Activity 4	How Government Works for You	360 minutes
Activity 5	From Right to Left: Elections and Canada's Political Parties	180 minutes
Activity 6	Games Canadians Play	240 minutes

Unit Planning Notes

- Assemble a collection of resource material about Canada to have ready for easy access when students are working on various research tasks. A comprehensive list of books is given in unit Resources. In addition, it will be helpful to begin collecting brochures and publications from departments and services at all three levels of government. Some government publications also come in multilingual versions. It is worth checking for multilingual materials to enrich the classroom resource display.
- The content covered in this unit will be useful in helping students to build background knowledge about Canada in preparation for courses in Civics, Geography, and History which they may take concurrently with or soon after completion of ESLBO. In addition, this course may be the first ESL course for those newly-arrived students who have some English knowledge from their home country. Therefore, it contains some review of basic geographical facts about Canada which these students may have missed in ESLAO, the previous course.

- Each activity in this unit incorporates a language game based on the themes of Canadian geography and government. In addition to being motivating and effective language learning tasks, these games are included so that when students reach the culminating activity in which they must design their own game, they have already encountered a number of models for structuring their own games. The games focus on a number of language structures such as questions, imperatives, and comparisons, as well as on key subject-specific vocabulary and concepts for orientation to Canadian life.
- A full classroom wall space or the equivalent will be needed to post work done in the following on-going activities throughout this unit:
  (1) vocabulary charts for terms relating to geography, economic activities, the political system, etc.;
  (2) word families/parts of speech charts;
  (3) the large outline wall map of Canada;
  (4) the "Canada Wall" of sentences on facts about Canada.
- An excellent enrichment activity to this unit would be a guided visit to any of the following locations: the Federal Houses of Parliament, the Provincial Legislature or the local City Hall, Town Hall, or Municipal Building, depending on your school's location. If you can plan far enough in advance, it is also sometimes possible to arrange for your local MPP, city counsellor, or even perhaps your federal MP to come into your school to address the class.

Prior Knowledge Required

- Knows basic facts about Canada such as some provinces, territories, and capital cities
- Works in pairs and small groups
- Participates in conversations and discussions using basic vocabulary related to the school and community environment
- Uses the telephone for some basic communication functions in English
- Reads and responds to abridged and modified reading materials
- Uses some graphic organizers as an aid to learning
- Writes in a variety of forms, with teacher guidance
- Writes simple compositions following some conventions of English such as simple sentence patterns, simple verb tenses, prepositions

Teaching/Learning Strategies

Co-operative learning groups, vocabulary charts, key word lists, cloze exercises, Internet searches, pair, group, and class interaction, graphic organizers, language games, self- and peer-assessment, student presentations, semantic webs, directed reading, community contact assignments, letter writing, role play, skimming and scanning informational texts, viewing videos, student-created displays.

Assessment and Evaluation

Activity	Type	Tool	Categories
Activity 1	Diagnostic	Individual Maps	Knowledge/Application
	Diagnostic	Canada Wall sentences	Knowledge/Thinking Communication/Application
	Summative	Cloze test on passage	Knowledge/Communication
Activity 2	Formative	"Connections" sentences	Knowledge/Thinking/ Communication/Application
	Summative	Canada's Regions Paragraphs	Knowledge/Communication/ Application

Activity 3	Formative Summative	Government Services Graphic Organizer Government Services Riddles	Knowledge Knowledge/Communication
Activity 4	Formative Summative Summative	Government Services Telephone Sheet/Informal Conference Government Services Directory Sheet Checklist for Oral Presentation	Knowledge/Thinking Application Knowledge/Thinking/ Application Thinking/Communication/ Application
Activity 5	Formative	Student-created Trivia Question Cards	Knowledge/Communication Application
Activity 6	Summative Summative Formative	Language Game Rubric Evaluation Checklist for Canada Game Instructions Group Self-evaluation Checklist	Knowledge/Thinking Communication/Application Communication/Application Application

Resources

Azar, Betty Schrampfer. *Understanding and Using English Grammar, Third Edition*. Upper Saddle River, New Jersey: Pearson Education, 1999.

Berish, Lynda and Sandra Thibaudeau. *Canadian Concepts, Books 1 and 2.* Toronto: Prentice Hall Allyn and Bacon, 1997.

Burley, Tony. *Government Matters*. Toronto: Prentice Hall Ginn, 1998.

Cameron, Judy and Tracey Derwing. *Being Canadian: Language for Citizenship*. Toronto: Prentice Hall Allyn and Bacon, 1996.

Citizenship and Immigration *Canada. A Look at Canada*. Ottawa: Citizenship and Immigration Canada, 1997.

Citizenship and Immigration Canada. *A Newcomer's Introduction to Canada*. Ottawa: Citizenship and Immigration Canada, 2000.

Department of Canadian Heritage. *Symbols of Canada*. Ottawa: Public Works and Government Services Canada, 1999.

DeRocco, David. *Canadian Superlatives*. Virgil, Ontario: Full Blast Productions, 1997.

Greenwood, Barbara *The Kid's Book of Canada*. Toronto: Kids Can Press, 1997.

DeRocco, David and John F. Chabot. *Canada: From Eh to Zed*. Virgil, Ontario: Full Blast Publications, 1994.

Jaakson, Annelore. *A Geography-Based Language Study: The North*. Edmonton: Reidmore Books, 1998.

Jaakson, Annelore. *A Geography-Based Language Study: The Atlantic Provinces*. Edmonton: Reidmore Books, 1998.

Jaakson, Annelore. *A Geography-Based Language Study: Central Canada.* Edmonton: Reidmore Books, 1998.

Jaakson, Annelore. *A Geography-Based Language Study: The Canadian Prairies*. Edmonton: Reidmore Books, 1998.

Jaakson, Annelore. *A Geography-Based Language Study: British Columbia*. Edmonton: Reidmore Books, 1998.

Kaskens, Anne-Marie. *A Beginning Look at Canada*. Toronto: Prentice Hall Allyn and Bacon, 1998.

Massey, Don and Patricia N. Shields. *Canada: Its Land and People, Second Edition*. Edmonton: Reidmore Books, 1995.

McTeer, Maureen. *Parliament: Canada's Democracy and How it Works*. Toronto: Random House, 1987.

Molinsky, Steven and Bill Bliss. *Side by Side*, Secondary School Edition. Toronto: Prentice Hall Allyn and Bacon, 1997.

O'Malley, J. Michael and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Addison Wesley, 1997.

Quinlan, Don, Mary Jane Pickup, and Terry Lahey. *Government: Participating in Canada*. Toronto: Oxford University Press, 1999.

Shapiro, Norma and Jayme Adelson-Goldstein. *The Oxford Picture Dictionary: Canadian Edition*. Toronto: Oxford University Press, 1999.

Social Studies Department, Toronto Board of Education. *A Social Studies Handbook for Grades 4-6*. Toronto: Toronto Board of Education, 1997.

Toronto District School Board. *Government in Canada: Grade 5 Social Studies*. Toronto: Toronto District School Board. Department of Social, Canadian, and World Studies, 1999.

Toronto District School Board. *My Canada, Provinces and Territories*. Toronto: Toronto District School Board, Department of Social, Canadian, and World Studies, 1999.

Weihs, Jean. *Nunavut: Our Land*. Mississauga: M.O.D. Publishing, 1999. (Box 480444, 60 Dundas St. E., Mississauga, Ontario. Fax: 905-848-4323.

Youth Employment Strategy Canada. *Youth Link*, 1999-2000. Ottawa: Human Resources Development Canada, 1999.

Zuern, Guenther. *Ontario Reader 1999*. Toronto: Newcomer Communications, 1999.

Zuern, Guenther. *Ontario Reader 1998*. Toronto: Newcomer Communications, 1998.

Software

Explore Canada: Canada's History and Geography in Plain Language.
Distributed by: NAS Educational Software Inc., 91 Heatherton Way, Thornhill, Ontario L4J 3E7
Telephone: (905) 764-8079 or 1-800-837-5343

Videos

Over Canada, 1999, 58 minutes
Order from Magic Lantern Communications, 1-800-263-1717
10 Meteor Drive, Toronto, Ontario M9W 1A4 web site: magiclantern.ca
Helicopter Canada, 1993, 50 minutes
National Film Board of Canada, order number C 0166028

Game

All Canadian Trivia Board Game – Junior Edition
Available from Distribution Access 1-888-440-4640

Web Sites

www.afn.ca/
The Assembly of First Nations
On their Youth Digitization Project, students can browse the gallery of past and present national chiefs of the Assembly of First Nations.

www.canada.gc.ca
Government of Canada
Make links to all government of Canada institutions and browse maps of Canada and the provinces and territories.

www.ci.gc.ca
Citizenship and Immigration Canada
Find out about immigration law, how to apply for citizenship or for a Canadian passport. Students can also go to *Citzine*, an interactive web magazine for young Canadians and take a quiz about Canada. There is also a biographical archive of Canadian personalities. At this site, order a teacher's kit by e-mail for Citizenship Week, in October.

www.cic.gc.ca/english/newcomer/guide/new-toce.html
Download a complete book: *A Newcomer's Introduction to Canada*, prepared by Citizenship and Immigration Canada. Chapters include: The Environment, Getting Settled in the Community, Finding a Job, and Your Rights and Obligations. Excellent for enrichment reading activities.

www.gg.ca
Governor General of Canada
Find out about the history and role of the Governor General and obtain biographical information about Adrienne Clarkson, Canada's Governor General.

www.gov.on.ca
Province of Ontario
This web site has links to all the various Ontario Ministry sites as well as basic information on Ontario's geography, history, and governmental organization, and maps of the province.

www.inac.gc.ca
Indian and Northern Affairs Canada
Profiles of First Nations, legislation, the Royal Commission on Aboriginal Peoples, links to native art.

www.infocan.gc.ca
Canada Information Office site has links to all provincial and territorial government web sites.

www.pch.gc.ca/ceremonial-symb
Department of Canadian Heritage, Symbols Promotion
Includes information on Canada's national flag and our national anthem with an opportunity to listen to it on-line. You can obtain graphics of Canadian symbols such as an RCMP officer and Canada's coat of arms.

www.statscan.ca
Statistics Canada
This useful site has basic statistical information for all Canadian communities including population figures and data on income and employment. There are also some excellent lesson plans integrating Census Canada data on topics such as immigration and linguistic diversity in Canada.

Activity 1: Canada: What Do We Know?

Time: 180 minutes

Description

Students share their knowledge of Canada in a brainstorming format. They review the provinces, territories, and capitals through a matching game. Through the reading of a specially written passage about Canada, students begin to categorize terms related to geography and economic activities in this country. A continuing vocabulary acquisition strategy focussing on word families is also begun. Students consolidate the knowledge about Canada gained in this activity by posting sentences on a "Canada Wall."

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations

BORV.01 - participate in conversations on familiar topics in some social situations;
BORV.03 - understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used;
BREV.01 - respond to a range of short fiction and non-fiction texts, using a variety of strategies;
❖BREV.03 - demonstrate knowledge of English vocabulary related to classroom studies;
BREV.04 - read texts with familiar content or vocabulary, using a variety of reading strategies;
BWRV.01 - write in a variety of forms;
❖BSCV.02 - demonstrate knowledge of a variety of facts about Canadian culture, geography, and history.

Specific Expectations

BOR1.03 - listen to others and stay on topic in group discussions;
BOR2.02 - restate important information from presentations that include visual aids (e.g., pictures, charts, models);
BRE1.01 - demonstrate understanding of fiction and non-fiction texts designed or adapted for second language learners (e.g., by completing graphic organizers, participating in teacher-led discussions, retelling content, relating information to background knowledge, and making a personal response);
BRE2.01 - use context and familiar vocabulary in texts to infer the meaning of new words;
BRE2.02 - use vocabulary acquisition strategies (e.g., check learner dictionaries; recognize common prefixes, suffixes, and word families; use knowledge of common sound-symbol relationships and dictionary pronunciation guides to aid in pronouncing new words);
BRE2.03 - maintain a vocabulary notebook or list for various subject areas (e.g., "Words for Science", "Words for Mathematics");
❖BRE3.02 - demonstrate comprehension of teacher-prepared texts and summaries (e.g., through completion of cloze passages related to the content of text);
BWR3.03 - use a variety of simple sentence patterns in their writing.

Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- This activity reviews some of the language and concepts from the Canada unit in ESLAO. Students who have taken ESLAO with a Canada unit may have more background knowledge about Canada than those for whom ESLBO is the first ESL course in Canada.
- The "Canada Wall" may take up a full wall in the classroom. For ease of organization, it could be subdivided into various sections such as Canada's regions, economic activities, the three levels of government, government services, political parties, etc.

- Make a large wall map with the outline of Canada on mural paper. Draw in large dots where capital cities are found. This map should be posted in the classroom and will be filled in by students throughout the unit.
- Make enlargements of the symbols from Appendix C, which will be used on the wall map of Canada.
- Provide several copies of up-to-date atlases containing both physical and political maps of Canada.
- A concentration style matching game is played by having a student choose to turn over two cards (for example, Alberta/Edmonton) from several rows of face down cards (Appendix D). If the two cards match, they are removed from play and that student gains a point. If the two cards do not match, they are turned face down and another student takes a turn to try to uncover two matching cards.
- Prepare a modified cloze test containing a list of vocabulary items for the reading in Appendix A.
- This activity is an ideal time to review basic English sentence structure.

Materials Needed

- copies of the Canada reading (Appendix A), map of Canada (Appendix B), and symbols sheet (Appendix C) for each student
- enlargements of the symbols from Appendix C
- sets of the matching game cards (Appendix D) for each group
- wall map of the outline of Canada done on mural paper
- several copies of atlases of Canada
- strips of paper and markers
- overhead projector

Prior Knowledge Required

- knows basic facts about Canada such as the names of some provinces, territories, and capital cities
- is familiar with maps
- writes simple sentences using familiar vocabulary
- understands the functions of various parts of speech (noun, verb, adjective, adverb)
- works in small groups

Teaching/Learning Strategies

1. Begin a brainstorming session with the class by asking students to contribute what they know about Canada. As students offer their thoughts, arrange them into a concept map or web on chart paper that can remain up in the classroom throughout this unit.
2. Distribute the specially prepared reading about Canada (Appendix A). Give students an opportunity to read the text individually. Next, conduct a directed-reading activity, perhaps using an overhead transparency of the text, facilitating comprehension of the main ideas and of the bolded vocabulary items. Begin a series of vocabulary charts with terms relating to geography, the economy, natural resources, agriculture, etc. Words will be added to these lists throughout the unit. Be sure to have an overhead map of Canada and/or atlases available to provide visual support for students while reading the text.
3. Choose several vocabulary items from the highlighted words in the text such as *mountain, population, mineral*. Have students identify to which part of speech (noun, verb, adjective, adverb) each word belongs (e.g., *population, populate; mine, mining, mineral*). Create a chart containing a column for each of these parts of speech. Show students how words can be manipulated to form different parts of speech depending on their suffixes. Students should keep such a "parts of speech/word families chart" in their notebooks in addition to the chart posted in the classroom. Working with word derivations in this way should become a regular feature of the vocabulary study in this unit.

4. Show the outline wall map of Canada and distribute the individual maps (Appendix B) and the symbols sheets (Appendix C) to students. With enlargements of the symbols, have students come up to the map and place the symbols representing individual physical features such as mountains, prairies and lakes on the class map. Students then repeat this at their seats with their individual maps.
5. Students volunteer to come up to the class outline map and affix the names of the provinces, territories, and their capitals in the correct locations next to the dots already drawn in, and then fill in their individual maps with this information as well.
6. The culminating assessment activity of this unit requires students to create a game based on their knowledge of Canada. Begin to set the scene for this final performance task by introducing a concentration style game to review the provinces, territories, and their capital cities. Cards for this game can be found in Appendix D. Model how the game is played, either with the whole class or several representatives playing; the class and then small groups of students can play several rounds of the game. An additional set of cards could be created with the abbreviations of each province and territory for another matching game.
7. As a review of students' knowledge of Canada up to this point, divide the class into groups of four. Provide each group with large strips of paper and markers. Each student writes three sentences about Canada's geography and shares these with other group members. Circulate among groups to assist with correct present tense sentence formation. Each group then chooses three or four statements (e.g., *Canada has a very long border with the United States* or *Canada has many forests*) and posts them in a classroom area that from now on will be designated as the "Canada Wall". As they progress through this unit's activities, students have other opportunities to add sentences to the "Canada Wall", which provides a clear visual summary and language review of the content learned in the unit. It will also serve as a source of facts when the students begin to prepare their Canada language games.
8. After the "Canada Wall" session, prepare a modified cloze test (with a list of the words to choose from) on the reading in Appendix A to assess knowledge of vocabulary covered so far.

Assessment/Evaluation Techniques

1. Individual map of Canada to assess familiarity with maps as well as basic knowledge of Canadian geography facts (diagnostic). BSCV.02
2. Sentences on the "Canada Wall" to assess knowledge of information covered in the activity, as well as basic sentence formation (diagnostic). BSCV.02, BWR3.03
3. Cloze test of Canada passage to assess comprehension and key vocabulary (summative). BREV.03, BRE3.02

Accommodations

- Tape record the text about Canada in Appendix A and place in the class listening centre.
- Supply simpler readings about Canada such as those that can be found in Part 1 of *A Beginning Look at Canada*. These readings were used in the ESLAO course profile.
- Give students an opportunity to use the *Explore Canada* software to review basic facts about Canada and to practise pronunciation of the provinces, territories, and capital cities.
- Additional readings about Canada for enrichment can be found in *A Newcomer's Introduction to Canada; Being Canadian: Language for Citizenship*; and all five units of *A Geography-Based Language Study*.
- Provide a set of the game cards for individuals or pairs of students to match together instead of playing the game.
- Provide supplementary literacy activities such as opportunities to alphabetize the provinces, territories, and capital cities.

- Provide individual maps of Canada with the provinces, territories, and cities already marked. Students then copy information onto their blank maps.
- Have students create their own word search sheets to share with each other.

Activity 2: Across the Nation: Canada's Regions

Time: 360 minutes

Description

Students view a video depicting the various regions of Canada, read a series of adapted texts on each of Canada's five geographic/economic regions, and demonstrate their comprehension in a variety of ways. They continue to build their vocabulary of terms relating to Canada's geography and economic activities through the study of word families and the use of other vocabulary acquisition strategies. They use critical thinking skills to play a game, making connections between geographical and economic concepts.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations

BORV.01 - participate in conversations on familiar topics in some social situations;
BORV.03 - understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used;
BORV.04 - communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency;
BORV.06 - demonstrate comprehension of key information from media works;
❖BREV.01 - respond to a range of short fiction and non-fiction texts, using a variety of strategies;
❖BREV.03 - demonstrate knowledge of English vocabulary related to classroom studies;
BREV.04 - read texts with familiar content or vocabulary using a variety of reading strategies;
❖BWRV.01 - write in a variety of forms;
❖BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English in written work;
❖BSCV.02 - demonstrate knowledge of a variety of facts about Canadian culture, geography, and history.

Specific Expectations

BOR1.03 - listen to others and stay on topic in group discussions;
BOR1.06 - use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions;
BOR2.01 - use, in simple contexts, some key vocabulary learned in other subject areas;
BOR4.01 - view, read, and listen to media works to obtain information and complete assigned tasks (e.g., school announcements, television and radio news, newspaper advertisements, short geography documentaries on Canada, CD-ROMs, online databases with information on and images of Canada);
❖BRE1.01 - demonstrate understanding of fiction and non-fiction texts designed or adapted for second language learners (e.g., by completing graphic organizers, participating in teacher-led discussions, retelling content, relating information to background knowledge, and making a personal response);
BRE2.01 - use context and familiar vocabulary in texts to infer the meaning of new words;
BRE2.02 - use vocabulary acquisition strategies (e.g., check learner dictionaries; recognize common prefixes, suffixes, and word families; use knowledge of common sound-symbol relationships and dictionary pronunciation guides to aid in pronouncing new words);

BRE2.03 - maintain a vocabulary notebook or list for various subject areas (e.g., "Words for Science", "Words for Mathematics");
BRE3.04 - skim text with familiar vocabulary or content for overall comprehension (e.g., find the main idea; determine the author's purpose);
BRE3.06 - demonstrate comprehension of syntactic cues (e.g., possessives, verb phrases, comparatives, progressive tenses, and conjunctions), with teacher guidance;
BWR3.01 - compose a short paragraph containing simple and compound sentences;
BWR3.02 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;
❖BWR3.03 - use a variety of simple sentence patterns in their writing;
BWR3.04 - use vocabulary acquisition strategies to spell words correctly (e.g., knowledge of prefixes, suffixes, and word families);
❖BSC1.02 - compare the regions of Canada with respect to their major economic activities.
Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- Obtain a copy of the video *Over Canada* or a similar video. Preview to choose sections showing each region of Canada.
- Make cards in advance for the class game "Making Connections" from Teaching/Learning Strategy 6 using the vocabulary which appears in the readings, Appendices E-I.
- This activity is an ideal time to review basic sentence structure including subject-verb agreement and word order.

Materials Needed

- blank playing cards or pieces of cardboard
- sufficient copies of each of the readings in Appendices E - I
- sufficient copies of Regions of Canada graphic organizer, Appendix J
- enlarged versions of the symbols in Appendix C
- copy of the video *Over Canada* or another similar video
- overhead transparency of Appendix J and overhead projector

Prior Knowledge Required

- knows basic facts about Canada
- reads texts adapted for second language learners, with teacher guidance
- writes simple sentences using familiar vocabulary

Teaching/Learning Strategies

1. Introduce the concept that Canada is divided into five geographical/economic regions: the West Coast, the Prairies, Central Canada, the Atlantic Provinces, and the North. Each of these regions has specific physical and climatic characteristics. Before viewing the video, *Over Canada*, prepare students to look for geographical features that characterize each of the regions. They will either jot down words to describe the physical features they see or draw simple pictures to represent them. Show the video in segments, one region at a time. Although the complete presentation is well worth watching, it is not necessary to screen the entire one-hour video; choose clips which depict each particular region for the class to view.
2. After viewing the video, the class shares their observations on the physical features seen. Vocabulary is taught or reviewed as it arises, and is also added to the classroom vocabulary charts in the appropriate categories.

3. Distribute the set of readings about Canada's regions to each student (Appendices E - I), as well as the graphic organizer for Canada's regions (Appendix J). After an opportunity for each student to read the first passage individually, model how to use skimming techniques to complete the graphic organizer for the first reading using an overhead transparency. Take up new vocabulary items as they arise, and add them to the wall charts. To continue the study of word families/parts of speech begun in Activity 1, focus on particular vocabulary items from the text and call attention to the parts of speech, and how they can be changed by manipulating the word. The readings have been specially constructed to include items from the same word family, e.g., *mountain, mountainous; coast, coastal; farmed, farmers*. In addition, during the modelling process, demonstrate for students how to try to guess new words from context. For example, in the West Coast reading, draw students attention to how the word *orchard* describes a place where apples, cherries and peaches grow; *loggers* are actually defined as people who cut down trees, and has the suffix "*er*", which often denotes a person who does something. Also model for students how to look up items in the dictionary when they feel that their understanding is impeded by not knowing a particular word.
4. Students read the next two readings and fill in their graphic organizers. Take up these two readings as a class, sharing information and dealing with new vocabulary as before. Students then read the final two readings, following the procedure outlined in T/L 3, and the class discussion activity is also repeated.
5. Using enlargements of the symbols (Appendix C), have students affix symbols for natural resources and economic activities on the wall map in the appropriate locations, with accompanying discussion by the class. Students repeat with their individual maps of Canada.
6. Review language with another example of a game: "Making Connections". Three sets of cards are needed for this game. One group of cards contains the names of the regions and provinces; another group has names of physical characteristics; a third group has names of natural resources; and a final group has names of economic activities. Students must turn over two cards. If they can explain a connection between the two cards, they keep the cards.
7. After the game, model the writing of several sentences which show the connection between any two cards. For example: *Mining is an industry in Ontario*, or *The mountains of British Columbia have many forests*. Give students two lists of words to write such connections sentences and have pairs of students compose five sentences illustrating similar connections.
8. Based on the material which students have used to fill in the graphic organizer on Canada's regions (Appendix J), model the writing of a short paragraph summarizing the information for one of the regions. Each student then composes paragraphs of two regions for assessment.

Assessment/Evaluation Techniques

1. Assess students' sentences for structural accuracy by giving them two lists of words from which to write connections sentences (formative). BWRV.03
2. Paragraph summary of material in Appendix J (summative). BWR3.01, BWR3.03, BRE1.01, BSC1.02

Accommodations

- Students work in pairs on the readings.
- Tape record the readings for use in the classroom listening centre.
- Use larger font and double-spacing for readings.
- Use simpler readings from the text *A Beginning Look at Canada.*
- Enrichment readings can be found in the series of units: *A Geography-Based Language Study*. A suggested short book for enrichment is *Nunavut: Our Land* by Jean Weihs.

Resources

Over Canada 1999
Distributed by Magic Lantern Communications, 10 Meteor Drive, Toronto, Ontario M9W 1A4
Telephone: 1-800-263-1717
e-mail: orders@magiclantern.ca
Helicopter Canada, 1993
National Film Board of Canada
Telephone: 1-800-267-7710

Activity 3: Government: Federal, Provincial, Municipal

Time: 180 minutes

Description

Students read about the three levels of government in Canada, and continue to develop their vocabulary of government terms. They learn about and categorize various government services according to whether the service is provided by the federal, provincial, or municipal government. Students play a co-operative game to review the language and concepts relating to the three levels of government and their associated services.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations

BORV.01 - participate in conversations on familiar topics in some social situations;
BORV.03 - understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used;
BREV.04 - read texts with familiar content or vocabulary, using a variety of reading strategies;
❖BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work;
❖BSCV.02 - demonstrate knowledge of a variety of facts about Canadian culture, geography, and history.

Specific Expectations

BOR1.02 - determine meaning by requesting clarification and restating information when necessary;
BOR1.03 - listen to others and stay on topic in group discussions;
BOR1.06 - use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions;
BOR2.01 - use, in simple contexts, some key vocabulary learned in other subject areas (e.g., explain how to solve a mathematics problem);
BOR2.03 - ask others the meaning of words for clarification;
BOR3.03 - demonstrate knowledge of appropriate verbal behaviour in a variety of contexts (e.g., conventions for making requests, interrupting, leave-taking);
❖BWR3.02 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;
❖BWR3.03 - use a variety of simple sentence patterns in their writing;
❖BSC1.01 - describe the three levels of government in Canada and the electoral process for each, and identify the three main political parties.
Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- For reference, *Government: Participating in Canada* has a good, concise summary of all the powers and responsibilities for each of the three levels of government (page 10).
- Obtain a classroom copy of *Government Matters*.

Materials Needed

- class set of text *A Beginning Look at Canada*
- sufficient copies of the graphic organizer for levels of government and services, Appendix K
- copies of the language game Co-operative Riddles in Appendix L: a different sheet for each of four group members
- strips of papers and markers

Prior Knowledge Required

- reads texts adapted for second language learners, with teacher guidance
- works in small groups
- participates in small group conversations on familiar topics
- is familiar with basic facts about Canadian government

Teaching/Learning Strategies

1. Conduct a class brainstorming session in answer to the questions: *What is government? What does government do? What experiences have you had with government since coming to Canada?* (e.g., *immigration matters*; *getting a health card, a driver's license, a library card*, etc.). The concept of the division of Canada's government into three levels may come up through this avenue, or it may be a new concept for all the students in the class.
2. With the text *A Beginning Look at Canada*, pp. 104-108, introduce students to the idea that in Canada, there are three levels of government. Use the simple readings and accompanying vocabulary and comprehension exercises presented. Depending on the English proficiency of individual students in the class, you may also want to continue with readings in the chapters entitled "The Federal Government" and "The Provincial Government". Continue to work with students on word families with the new terms that come up during these readings.
3. Ask students to think about an entire day in their lives from waking up in the morning until going to sleep at night. As a class, have students share various parts of their day and try to determine what government organizations and services they might come in contact with at different points in an average day (e.g., garbage collection, transportation, education, immigration, employment, police and fire departments, libraries, etc.) Make a list of all the government services elicited during this discussion and post on a chart. A graphic organizer presented in Unit 1, Appendix A – 24-hour Log, can be used for listing these daily activities.
4. Give pairs or groups of students the pictures showing some of the services provided by each of the three levels of government. There is a good picture especially constructed for this use on pp. 37-38 of *Government Matters*. Alternatively, pictures can be found in the TDSB Grade 5 Social Studies Unit: *Government in Canada*. Using the pictures and a think/pair/share technique, have groups of students come up with lists of the services that each level of government provides, in order to fill in the graphic organizer on levels of government and services (Appendix K). Extend this list in a whole class discussion. Groups compose several sentences each about government services and post them on the "Canada Wall".

5. Review the language and material covered in this activity while introducing an example of another type of language game with the co-operative riddles game found in Appendix L. Each student in a group of four receives a different clues sheet and together the group works to decipher the answers by contributing their different clues. Review/introduce some socially appropriate phrases for requesting clarification and restating information such as *Could you repeat that, please*? *What does that mean? I don't understand that*, etc.
6. Model for students the creation of several riddles based on information learned in this activity, continuing to focus on basic sentence structure. For example: *Q: This municipal service supplies people with books to read. A: The library. Q: A Canadian citizen needs this to travel to another county. A: A passport.* Students individually create ten riddles on government services for assessment.

Assessment/Evaluation Techniques

1. Graphic Organizer of government services, Appendix K (formative). BSC1.01
2. Assess students' riddles for content and language (summative). BWR3.02, BWR3.03, BSC1.01

Accommodations

- Use additional chapters from *A Beginning Look at Canada* for students who need or want more reading.
- Have students prepare their own collages of the services provided by each of the three levels of government by cutting out pictures and logos from newspapers, magazines and government brochures.
- Students can do matching of pairs of words and/or pictures rather than composing riddles in sentences.
- Enrichment readings can be found in: Chapters 4, 5, and 6 of *Government Matters*; *Government: Participating in Canada*; *A Newcomer's Guide to Canada: Ontario Reader 1999*, "How to Get a Birth Certificate in Ontario"; *Ontario Reader 1998*, "Megacity".

Resources

A Beginning Look at Canada, Anne Marie Kaskens.

Government Matters, Tony Burley

A Newcomer's Introduction to Canada

Government: Participating in Canada, Quinlan, Pickup & Lahey

Activity 4: How the Government Works for You

Time: 360 minutes

Description

Students locate a range of government services by scanning through the telephone book's *Government Blue Pages*. They research the answers to a number of queries about how to access various government services and programs and combine their results to create a class "Government Information Directory".

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations

BORV.01 - participate in conversations on familiar topics in some social situations;
BORV.05 - use appropriately some features of language that indicate different levels of formality in English;
BREV.05 - choose appropriate resources from pre-selected materials for use in teacher-directed assignments;
❖BSCV.02 - demonstrate knowledge of a variety of facts about Canadian culture, geography, history;
BSCV.04 - demonstrate adaptation to school norms, key teacher expectations, and classroom routines.

Specific Expectations

BOR1.02 - determine meaning by requesting clarification and restating information when necessary;
BOR1.04 - offer and respond to greetings, introductions, invitations, farewells, compliments, and apologies;
❖BOR1.05 - use the telephone to obtain some specific information (e.g., determine movie schedules, transportation arrival and departure times, store opening and closing times);
BOR3.03 - demonstrate knowledge of appropriate verbal behaviour in a variety of contexts (e.g., conventions for making requests, interrupting, leave-taking);
BRE3.01 - extract information from specific features of text (e.g., headings, margin notes, glossaries, charts, diagrams, photos);
BRE3.05 - scan text with familiar vocabulary or content for specific information (e.g., locate key information in mathematics problem expressed in narrative form);
BRE4.02 - use a graphic organizer provided by the teacher to extract information form pre-selected texts (e.g., to find examples or supporting details);
❖BSC1.01 - describe the three levels of government in Canada and the electoral process for each, and identify the three main political parties;
BSC2.02 - ask questions of teachers and peers for clarification and to obtain information;
BSC2.04 - use school and community resources to support classroom learning (e.g., libraries, computers, tutoring programs, study rooms).

Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- Although the time frame for this activity is brief, an interesting adjunct to this activity is the collection of authentic materials related to the inquiries that students make of various government services and organizations. As the material comes in, collect and display, even if the class has since moved on to another unit in the course.
- A publication which may be of interest to students for enrichment reading is *Newcomers Guide to Graduated Licensing: Ready for Ontario's Roads*. This booklet, written in simple English, is available from the Ontario Ministry of Transportation.

- It is very important to use a current telephone book for this activity. The "Government Blue Pages" section has been streamlined and reorganized for much easier access than in previous versions.
- Additional copies of your local telephone directory containing the "Government Blue Pages" may be obtained for classroom use by calling the Directory Delivery Department of Bell Actimedia at 416-5600 (in Toronto), and toll-free at 1-877-993-0994 for the rest of the province.
- Select a number of keyword headings from the "Government Blue Pages" and fill them in the first column of Appendix M.
- Prepare students for "touch tone" voice operator systems when they phone various government departments. It is not uncommon to never speak to a live individual while gathering information from many government agencies.
- Prepare a checklist to assess students' oral presentations of government service research questions.

Materials Needed

- several copies of the "Government Blue Pages" section of the telephone book
- sufficient copies of Appendix M and Appendix N
- sufficient copies of a blank bingo grid

Prior Knowledge Required

- ability to skim text by alphabetical order
- familiarity with local telephone book
- some familiarity with the three levels of government and various services offered by each

Teaching/Learning Strategies

1. Distribute telephone books to groups of students. Draw their attention to the "Government Blue Pages" section of the telephone book, explaining that this is a comprehensive listing of federal, provincial, and municipal services. Discuss the keyword headings with the class. Model for students how to scan for a particular keyword by applying alphabetical order skills. Using the keyword headings on the first page of the Blue Pages, select a number of headings containing services you think would be of use/interest to students. Some suggested keyword headings are:
    - Animal Services – animal shelters (Municipal)
    - Arenas and Ice Rinks (Municipal)
    - Armed Forces (Federal)
    - Citizenship and Immigration (Federal)
    - Community Centres (Municipal)
    - Customs (Federal)
    - Disabled Parking Permits (Municipal)
    - Dog Licences (Municipal)
    - Fire Prevention (Municipal)
    - Health Card (Provincial)
    - Hostels/Shelters (Municipal)
    - Libraries (Municipal)
    - Licences and Permits – Marriage, Parking (Municipal)
    - Member of Parliament, Members of City Council (Federal, Provincial, Municipal)
    - Ontario Student Assistance Program (OSAP) (Provincial)
    - Parking Permits (Municipal)
    - Passports (Federal)
    - Pools (Municipal)
    - Smoking By-law Enforcement (Municipal)
    - Snow Removal for Seniors/Disabled (Municipal)

- Tourism and Travel (Provincial)
- Transportation (Provincial)
- Transit Information (Municipal)
- Weather – Environment Canada (Federal)

2. In groups, students complete the worksheet (Appendix M) on which the teacher has listed the various services, filling in the telephone numbers, any addresses, and any relevant web sites mentioned in the Blue Pages. Conference with students so that they can demonstrate their ability to use the "Blue Pages."
3. Compose (or select from the list below) a number of questions based on the services the students have filled in on the worksheet. Print these questions on slips of paper or cards. Have students draw two of the prepared question cards. Each student researches the appropriate services in order to answer the question on the cards. After doing their research, each student completes the information pages (Appendix N) with all of the necessary information included and hands these in. Some examples of questions for students to research are:
   - Find one (or two) public libraries near the school. Give the full address and telephone number and the hours of operation.
   - How do you get a Canadian passport?
   - How do you get an Ontario Health Card?
   - How do you get a parking permit for a car with a disabled driver or passenger?
   - How do you get a road map of Ontario?
   - Find one (or two) public swimming pools (skating rinks, public tennis courts, etc.), near your home. Give the address, hours of operation and any fees charged.
   - Who do you call if you want to report smoking in a non-smoking restaurant?
   - How can an elderly person have their sidewalk cleared of snow in the winter?
   - How do you get a licence to own a dog?
   - Where can someone go to stay if they are afraid of violence in their home?
   - How can you apply to join the Canadian Army? How old do you have to be to apply and how much education do you need?
   - Where do you get a licence to get married? What documents do you need to apply for this licence?
   - Who is the local city counselor or member of Provincial/Federal Parliament and where are their offices located?

   Go over some simple telephone phrases with students such as *Could you please tell me..., I'm looking for information about..., I would like to know how to...* As well, review clarification phrases such as *Pardon me?... Could you repeat that please?... I'm sorry. I didn't understand that.*
4. Compile all of the students' information pages into a class "Government Services Directory" which can be kept in the classroom for student access and shared with other members of the school community. Students also make a brief oral presentation to the class on how to access the appropriate government service to answer their research question. Use a checklist to assess this brief oral presentation.
5. Prepare a bingo game based on the topic of government services. An easy way to have the students themselves prepare the game is to distribute blank grids and have each student fill in the names of any eight government services at random from the class chart, along with a "free" space in the centre of the game board. Then the teacher calls out sentences which describe various government services (e.g., *This provincial ministry gives you a driver's license.*), while the students try to cover all the spaces on their bingo cards. After this modelling, students can then also step into the role of the caller.

6. Have the class compose a group instruction list on how to play the bingo game. Record this list on chart paper and post. Focus on the use of the imperative verb form when writing written instructions. This exercise helps students to prepare for part of the final assignment, which includes a written list of instructions for their group-created Canada game.

Assessment/Evaluation Techniques

1. Government Services Telephone Number Worksheet (Appendix M) – in an informal conference student demonstrates to teacher knowledge of how to use the "Blue Pages" (formative). BOR1.01, BRE3.05
2. Government Services Directory Page (Appendix N) for accuracy of information (summative). BOR1.05, BSC1.01
3. Teacher-created checklist for brief oral presentation on government services research question (summative). BOR1.06, BSC1.01

Accommodations

- Provide translations of government information in other languages where available.
- Students work in pairs to complete the research task.
- For enrichment, students write letters to various government departments and services.

Resources

Local telephone directory – "Government Blue Pages"

Activity 5: From Right to Left: Elections and Canada's Political Parties

Time: 180 minutes

Description

Students learn about elections and Canada's political parties through adapted readings and comprehension activities. They continue to develop their vocabulary through the study of political terms and their associated word families. Students play a trivia game as a model, and then construct their own questions for a class trivia game reviewing information learned about Canada's political system.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations

BORV.01 - participate in conversations on familiar topics in some social situations;
BORV.03 - understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used;
BORV.04 - communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency;
BREV.01 - respond to a range of short fiction and non-fiction texts, using a variety of strategies;
BREV.03 - demonstrate knowledge of English vocabulary related to classroom studies;
BREV.04 - read texts with familiar content or vocabulary using a variety of reading strategies;
BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English in written work;
❖BSCV.01 - demonstrate knowledge of a variety of facts about Canadian culture, geography, and history.

Specific Expectations
BOR1.01 - maintain face-to-face conversation on familiar topics;
BOR1.03 - listen to others and stay on topic in group discussions;
BOR1.06 - use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions;
BOR2.01 - use, in simple contexts, some key vocabulary learned in other subject areas;
BOR4.01 - view, read, and listen to media works to obtain information and complete assigned tasks (e.g., school announcements, television and radio news, newspaper advertisements, short geography documentaries on Canada, CD-ROMs, online databases with information on and images of Canada);
BRE1.01 - demonstrate understanding of fiction and non-fiction texts designed or adapted for second language learners (e.g., by completing graphic organizers, participating in teacher-led discussions, retelling content, relating information to background knowledge, and making a personal response);
BRE2.02 - use vocabulary acquisition strategies (e.g., check learner dictionaries; recognize common prefixes, suffixes, and word families; use knowledge of common sound-symbol relationships and dictionary pronunciation guides to aid in pronouncing new words);
❖BWR3.03 - use a variety of simple sentence patterns in their writing;
❖BSC1.01 - describe the three levels of government in Canada and the electoral process for each, and identify the main political parties;
BSC1.05 - communicate information about current events (e.g., write brief notes or send e-mail messages about current events as presented on television; discuss elections as presented in newspapers and magazines).
Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- Information on federal political parties and their leaders has already changed since the publication of *A Beginning Look at Canada* in 1998. The teacher should be aware of these changes and update students with new information.
- Book computer time for students to research provincial premiers and their political affiliations.
- Obtain a copy of *The All Canadian Trivia Board Game, Junior Edition* at any major bookstore or through the toll free access number given in the unit resource list. Go through the cards and choose ones containing familiar geography and general questions for play with the class. Some of the trivia questions may require prior knowledge which students new to Canada have not yet acquired.
- Obtain a free copy of *I Can Vote! A user-friendly guide to voting in Canada* by calling Elections Canada at 1-800-463-6868. This booklet has been specially prepared by Elections Canada to make the elections process more comprehensible for first-time voters. Permission is granted by Elections Canada to photocopy *I Can Vote!* for educational purposes. An additional publication available through Elections Canada is the booklet *Canada's Electoral System*, which can be used as an enrichment reading.
- Create an information gap activity, based on the provinces and their premiers, to be used in T/L 4. Draw a grid with three columns: one for the provinces/territories, one for the premiers, and one for their political party affiliations. Each student's grid has the name of only one premier and one political party filled in. Students move around the classroom and find out the names of all the other premiers and their political parties from their classmates.

Materials Needed
- class set of the text *A Beginning Look at Canada*
- class set of photocopies of *I Can Vote! A user-friendly guide to voting in Canada*
- one copy of *The All Canadian Trivia Board Game, Junior Edition*
- strips of paper and markers
- blank cards for composing trivia questions

Prior Knowledge Required

- is familiar with parts of speech and word families
- reads short texts with familiar content
- locates information in simple reference works
- writes simple sentences in English
- knows basic facts about Canadian geography

Teaching/Learning Strategies

1. Conduct a brief class brainstorming session about elections to determine prior knowledge of concepts and vocabulary.
2. Using the text *A Beginning Look at Canada*, have students work through the section from Part 4, Unit 2, "Canada is a Democracy" to Unit 8 "Political Parties", pp. 108-124. There is a range of brief readings, comprehension questions, vocabulary exercises and other language development activities contained within these pages, all focussing on Canadian government, elections, and political parties. The teacher may also substitute the specially adapted Elections Canada publication, *I Can Vote! A user-friendly guide to voting in Canada*, for some of the chapters on elections and voting in *A Beginning Look at Canada*.
3. Continue the focus on vocabulary development through word families/parts of speech. Many of the words in this activity lend themselves to this type of analysis, for example: *democracy, political, election*. Continue to add to the class word families/parts of speech charts, while students fill in their individual word family charts.
4. Assign students a brief research task in which they must find out the names and political party affiliations of all the provincial and territorial premiers in Canada. Students can use books, newspapers, magazines, and the Internet to find the required information.
5. Use the information gap exercise in which students must circulate around the class in order to obtain all the information about the premiers and political parties.
6. Have students prepare sentences to post on the "Canada Wall" relating to what they have learned about government and Canadian political parties. They can also post the names of the premiers and their parties in each province and territory on the class Canada wall map.
7. Introduce the *All Canadian Trivia Board Game, Junior Edition*. Practise playing the game with students, using questions from the game's large selection of cards.
8. Students then form small groups and compose a number of trivia questions from the information they have learned about government services, political parties, and elections. Each group prepares a number of questions and answers and prints them on small cards. The class plays a session of the trivia game, using all of the questions contributed by the class.

Assessment/Evaluation Techniques

- Creation of the trivia questions cards in T/L 8 (formative). BSC1.01, BWR3.03

Accommodations

- Tape-record the text of *I Can Vote! A user-friendly guide to voting in Canada* for students to use at the listening centre.
- Additional readings on topics relating to Canadian politics such as "The House of Commons" and "24 Sussex Drive" can be found in the resource books *Canadian Superlatives* and *Canada: Eh to Zed*; "PQ Wins in Quebec" and "Tough Grandmother heads major city" in *Ontario Reader 1999*; and "Federal Elections" and "Canada's Parliament" in *Ontario Reader 1998*.
- Enrichment readings can be found in *Being Canadian: Language for Citizenship; A Newcomer's Introduction to Canada; Parliament: Canada's Democracy and How it Works*; and *Canada's Electoral System*.

Resources

Burley, Tony. *Government Matters*.

Kaskens, Anne-Marie. *A Beginning Look at Canada.*

Elections Canada. *I Can Vote! A user-friendly guide to voting in Canada.*

Elections Canada. *Canada's Electoral System.*

McTeer, Maureen. *Parliament: Canada's Democracy and How it Works.*

The All Canadian Trivia Board Game, Junior Edition

A Newcomers Introduction to Canada

Web Sites

www.elections.ca
Elections Canada

www.liberal.ca
Liberal Party

www.pcparty.ca
Progressive Conservative Party

www.reform.ca
Reform Party

www.blocquebecois.org
Bloc Quebecois

www.ndp.ca
New Democratic Party

Activity 6: Games Canadians Play

Time: 240 minutes

Description

As a culminating performance assessment, students create their own language games based on the themes of Canadian geography, levels of government and their services, political parties, and the electoral process. They present their games to the class and have opportunities to play a variety of games made by their peers.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations

BORV.03 - understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used;

❖BORV.04 - communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency;

BREV.03 - demonstrate knowledge of English vocabulary related to classroom studies;

BWRV.01 - write in a variety of forms;

❖BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English in written work;

❖BSCV.02 - demonstrate knowledge of a variety of facts about Canadian culture, geography, and history;

BSCV.04 - demonstrate adaptation to school norms, key teacher expectations, and classroom routines.

Specific Expectations

❖BOR1.06 - use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions;

BWR1.01 - write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance;

❖BWR3.02 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;

❖BWR3.03 - use a variety of simple sentence patterns in their writing;

❖BWR3.05 - check spelling, using a variety of resources (e.g., learner dictionaries, word lists, spell checkers);

❖BWR3.06 - use capitals for proper nouns, commas to separate items in lists, and quotation marks for direct speech, with some consistency;

❖BSC1.01 - describe the three levels of government in Canada and the electoral process for each, and identify the main political parties;

❖BSC1.02 - compare the regions of Canada with respect to their major economic activities;

BSC2.02 - ask questions of teachers and peers for clarification and to obtain information.

Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- Talk with students about television game shows to find out which ones they have seen. They may want to watch some of these shows to get an idea of the various formats of TV quiz programs. It would also be useful to bring in a variety of popular, commercially available board games to display in the classroom.
- Have examples of games prepared by previous classes to show to the class. Collect samples from the current class to use as exemplars when teaching this unit in the future.

Materials Needed

- bristol boards, blank cards, dice
- sufficient copies of the rubric for the Canada Game, Appendix O, the checklist for the Canada Game written instructions, Appendix P, and the Group Work Skills Self-Evaluation Checklist, Appendix Q

Prior Knowledge Required

- knows basic facts about Canadian geography, regional economies, and political structures covered in this unit
- writes simple instructions using the imperative verb form
- works in groups

Teaching/Learning Strategies

1. Review with the class the five different games that were played in each of the preceding activities of this unit, including brief description of how to play each game. Students will be required to prepare an instruction sheet as part of the game creation task, so for review and reinforcement, have the class compose another model of a list of instructions for one of the games. (This was already done for the bingo game in Activity 4.) Focus again on the use of the imperative form to write instructions, as well as on the importance of sequence when preparing a list of instructions, a form of writing that has useful applications in other curriculum areas such as science and technology.
2. Brainstorm other possible formats for games such as the television quiz shows that are currently popular, card games, or board games with which students are familiar.
3. Divide the class into small groups. Each group discusses the format they would like to base their game on and selects a first and second choice. Assign the game formats to each group according to their choices, ensuring that each group will use a different game format.

4. Each group then discusses and clarifies their game and reports back to the class as to how they intend to structure and work on their game.
5. Review the rubric for the group assessment of this task (Appendix O), as well as the checklist for the written instructions (Appendix P) with all the students.
6. Students have time in class to work on composing the clues, questions, and riddles for their games, as well as on creating the materials such as boards, cards, etc. They may also need to work on this task outside of class.
7. Each group presents their game to the class. The presentation will include an oral component, as well as a list of simple written instructions for how to play the game.
8. Groups of students then rotate through the various games set up in the classroom and have a chance to try their hand at several different games.
9. Students each complete Appendix Q – Group Self-Evaluation Checklist for the Canada Game Project with their comments and hand in.

Assessment/Evaluation Techniques

1. Canada Game assessed through rubric for game structure, informational content, and language (Appendix O) (summative). BWR3.02, BWR3.03, BWR3.05, BWR3.06, BSC1.01, BSC1.02
2. Canada Game instructions sheet assessed for language and structure (Appendix P) (summative). BWRV.03, BWR3.03, BWR3.05, BWR3.06
3. Group Self-Evaluation Checklist for the Canada Game Project (Appendix Q) (formative)

Accommodations

- Structure groups so students can assist each other with the task.
- Chunk the assignment into smaller components and monitor the groups' work at each stage.
- Put a timeline on the board for students to follow in completing each stage of the task.

Resources

- A selection of simple reference works about Canada from unit Resources or others as desired.

Appendix A

Canada

Canada's name came from the **Aboriginal** word "kanata" which means "village". It is the second largest country in the world after Russia. Canada is a **vast** land covering most of the northern part of North America. Canada is so **huge** that if you drive on the Trans Canada Highway at a speed of 100 km per hour from the west coast to the east coast it will take three and one quarter days of continuous driving. The Trans Canada Highway is **approximately** 7300 km long.

To the south, Canada **shares** its **border** with the United States of America. It is the longest **undefended** border in the world, stretching to a total of 8900 km. This border crosses the Great Lakes, which form the largest body of fresh water in the world. The Arctic Ocean is to the north of Canada. The Pacific Ocean is to the west and the Atlantic Ocean is to the east.

The earth is divided into 24 **time zones**. Most countries are within one or maybe two time zones. Canada spans across six time zones. This means that someone living on the west **coast** will have a local time of four and a half hours earlier than someone living on the east coast of Newfoundland.

Canada is divided into five regions: British Columbia, the Prairies, Central Canada, the Atlantic Provinces, and the Territories.

The **landscape** of Canada includes many different natural features that identify the country's **geographic regions**. There are **mountain ranges** and **valleys** in the west and in the east. There are flat lands, or **plains**, in the **interior**. The northern region is covered by ice that never melts called **permafrost**. Moving south from Hudson Bay, the land is made up of **prehistoric rock** called the Canadian Shield. In this **enormous** region there are forests, lakes, **bogs**, and **tundra**. South of the Canadian Shield are the five Great Lakes. East of the Great Lakes there is an area called the St. Lawrence Lowland which is where the St. Lawrence river meets the Atlantic Ocean.

These **varied** geographical regions supply Canada with many **natural resources**. Vast forests and **mineral** resources provide Canada with very strong forestry and **mining** industries. In addition, the following resources provide Canada with energy: water, **oil**, **natural gas**, and **coal**. In the plains of the interior many **agricultural** products, such as **wheat** and **oats**, are farmed. The **coastal** areas enjoy a healthy fishing industry.

Almost 30 million people live in Canada. Over 80% of the country's **population** live in **urban** areas along the southern border. In contrast, the northern regions of the country are some of the **least populated** areas in the world. The capital city of Canada is Ottawa. The two official languages of Canada are English and French.

Canada's flag became the official flag on February 15, 1965. Red **represents strength** and white represents **purity**. The red maple leaf is the **symbol** of Canada.

Appendix B

(Map of Canada)

Appendix C

APPENDIX C – SYMBOLS OF LANDFORMS, NATURAL RESOURCES AND ECONOMIC ACTIVITIES ACROSS CANADA

LEGEND
(top left to bottom right)

Mountains
Valley
River
Forests
Prairies
Farmland
Coast
Urban Area
Permafrost
Oil and Gas
Minerals
Fishing
Lobster Fishing
Dairy Farming
Cattle Farming
Manufacturing
Fruit Farming
Grain Farming
Pulp and Paper
Shipping Port

Appendix D

British Columbia	Alberta
Manitoba	Saskatchewan
Ontario	Quebec
New Brunswick	Nova Scotia
Prince Edward Island	Newfoundland
Nunavut	Yukon Territory
Northwest Territories	

Appendix D (Continued)

Edmonton	Victoria
Regina	Winnipeg
Quebec City	Toronto
Halifax	Fredericton
Charlottetown	St. John's
Whitehorse	Yellowknife
Iqaluit	

Appendix E

The West Coast

The West Coast is Canada's most western region. British Columbia is the only province in this region. British Columbia is also called Canada's Pacific Province because it is next to the Pacific Ocean. It is Canada's third largest province. The capital city of British Columbia is Victoria. However, the biggest city is Vancouver. Vancouver is built on the coast, in the southwest part of the province where a chain of islands protects the area from strong ocean storms. Vancouver is a major Canadian shipping port and railway **terminus**, or end point.

British Columbia is a **mountainous** province with two mountain ranges running north to south. These are the Coastal Mountains and the Rocky Mountains. Between these mountain ranges there are **fertile** valleys. One of the biggest valleys, the Okanagan Valley, produces great amounts of apples, apricots, cherries, and peaches that grow in vast **orchards**.

The coastal areas of British Columbia are covered by thick forests of **fir**, **spruce**, **pine**, and **cedar**. For this reason, **forestry** is a major industry in British Columbia. The forestry industry employs many people, including **loggers**, the people who cut down the trees, as well as the people who work in **pulp and paper mills**. After the trees are cut down, the branches are used to **produce** pulp and paper **products**. A tree without its branches is called a **log**. Huge trucks take the logs to the **sawmills**. Here the logs are cut into long, flat pieces of wood called **lumber**. After the lumber dries it is sold for building houses and for making furniture. British Columbia **exports** great amounts of lumber all over the world.

British Columbia also has some great rivers emptying into the Pacific Ocean. Pacific **salmon** swim from the ocean into these rivers to **spawn**. The salmon is caught and **processed** in **canning** factories. Processed salmon from British Columbia is **exported** all over the world.

Appendix F

The Prairie Provinces

A **prairie** is a huge, treeless **grassland**. The three Prairie Provinces are Alberta, Saskatchewan, and Manitoba. The northern part of these provinces is covered by thick forest. However, the southern part is too dry for trees to grow so the land is covered by grass. In these parts **farmers** grow a special kind of grass-like plant called **grain**. There are many different kinds of grains but in the Prairies the main grains that are **grown** are **wheat**, **barley**, **oats**, and **rye**. Wheat is used to make bread, flour, pasta, and **animal feed**. Barley is used to make beer, whiskey, flour, and animal feed. Oats are used to make **cereal**. Rye is used to make bread, flour, and animal feed.

Most of the wheat that is grown in Canada is grown in southern Saskatchewan and Manitoba. In May, the farmers **plow** the land. Then they **sow** the seeds. In a short time the seeds **sprout**. The rain that falls for the next few weeks will make the sprouts grow into a **crop**. At the end of the summer the farmers **harvest** the crop. They use a huge machine, called a **combine**, to separate the grain from the **stalk**. The grain is stored in a tall and narrow building called a **grain elevator**. Canadian Prairie grain is exported all over the world.

The grass on the hills of the Prairies is a perfect place to **raise cattle**. In the southern and western parts of Alberta there are many **cattle ranches**. The **ranchers** have a busy life looking after their cattle. The **calves** are born in the spring. Then they are taken to a place where they can eat grass called a **pasture**. When the cattle have eaten the grass in one pasture the ranchers must then bring their cattle to another pasture. Throughout the summer, the cattle are moved around this way. In the fall the ranchers bring the cattle back to the ranch. Canadian beef from the prairies is exported to many countries.

In the western Prairies there are **oil fields** where oil is **pumped** from deep under the ground. There are also mines containing **minerals** such as **nickel** and **copper**.

Alberta also **draws** a great number of **tourists** who come to **admire** the natural beauty of the Rocky Mountains in areas such as Jasper National Park and Banff National Park.

Appendix G

Central Canada

Ontario

Ontario is Canada's second largest province. Over 11 million people live here. In the language of the Native people who lived in this area "ontario" means "beautiful water". This is a very **appropriate** name because water covers about one-sixth of this province. There are approximately 250 000 lakes in Ontario.

The landscape of Ontario is varied. In the north, in the area of Hudson Bay, there are flat bogs and small trees. To the south of this area is the Canadian Shield with its **dense** forests, lakes, and rocky **hills**. The Canadian Shield covers two thirds of the **entire** province. Further south, in the area around the Great Lakes and the St. Lawrence Lowland, the land has been **cleared** for farming and **urban development**.

Northern Ontario is very rich in minerals because it is almost **entirely** covered by the **rocky** Canadian Shield. **Gold**, **copper**, **iron** and **nickel** are found in this very old and very hard rock. Rock that has minerals in it is called **ore**.

Sudbury has Ontario's largest **nickel** mines. Nickel is mixed with iron to make **steel**, which is a very strong **metal** used in **industry**. This is how nickel is mined in Sudbury: first, a very deep **tunnel** is cut into the rock until it hits the ore. This tunnel is called a **shaft**. From the shaft, miners cut other tunnels going sideways. In these tunnels they cut away the ore. When they do this, large rooms are formed underground. This ore is **crushed** before it is taken up the shaft to the ground level. Then the nickel is taken out of the ore. Around the Great Lakes there are also large **deposits** of **gravel** and **sandstone**. These rocks are mined in open **pits** called **quarries** and used for **constructing** roads and buildings.

The trees in the vast forests, which cover most of the province, **including** most of northern Ontario, are used in paper mills to make one-fifth of Canada's newsprint.

In the south, in the Great Lakes-St. Lawrence Lowlands, is the best of Ontario's farmland. Farms here produce crops of many types of vegetables, including corn, soybeans, tobacco, grapes, and apples, as well as **dairy** products. This region **produces** about one-third of Canada's **agricultural** products. Also in the southern part of the province, there are many factories **manufacturing** a variety of products from cars to dairy products such as butter and cheese. Around the waterways of the Great Lakes and the St. Lawrence Lowlands is a vast **transportation network** of ships, railways and highways, which move these **goods** across Canada. Toronto, located on Lake Ontario, is Canada's largest **urban centre** and continues to grow. Many people move to Toronto to **take advantage** of the jobs available in this part of the province.

Appendix G (Continued)

Central Canada

Quebec

Quebec is the largest province in Canada. In the language of the Aboriginal people who lived there "quebec" means "**narrow passage**". This describes how the St. Lawrence River becomes narrow as it **flows** past Quebec City. The St. Lawrence River is 3000 km long. It **drains** into the Atlantic Ocean. The first Europeans who came to Canada used the St. Lawrence River to reach deeper into the **interior** of Canada.

The St. Lawrence River is extremely important to the people of Quebec. Along both of its shores the land is flat and very **fertile**. Farmers grow grains and vegetables on these farms. They also have **cattle**, **poultry**, and dairy farms.

In Quebec there are also many maple tree farms producing some of Canada's best **maple syrup**.

The St. Lawrence River Lowland is one of Canada's **wealthiest** regions. In addition to **agriculture**, there are many **industries** manufacturing a variety of products from **textiles** to furniture. There are also factories processing everything from sugar to metal. There are **oil refineries** and a great electricity **plant** which exports electricity to the USA. The St. Lawrence River is used as a **route** of transporting the goods produced here to other parts of Canada and internationally. Goods are transported to **distributors** who then transfer the goods to stores.

North of Montreal there are large areas covered in **ancient** and very thick forests. There is a strong pulp and paper industry there and much of Canada's newsprint is produced in these paper mills.

In the eastern part of the province there are gold mines producing 25% of Canada's gold.

Appendix H

The Atlantic Region

There are four provinces in the Atlantic Region: Newfoundland and Labrador, Prince Edward Island, Nova Scotia, and New Brunswick. They are called the Atlantic Provinces because they are next to the Atlantic Ocean. These provinces are also called the "**Maritimes**" or the "East Coast".

Labrador is part of Newfoundland. The land there is hilly and rocky with many small lakes and rivers. Iron is mined in Labrador and the forests in this area make pulp and paper one of the area's strongest industries. The **coastline** is long with many deep **bays** and small islands. Newfoundland has also many **fishing banks**. These are areas along the coast where the seawater is not very deep. **Sea plants** grow there. The fish, which like to **feed** on these plants, come there too. Many different kinds of fish live in the **shallow** waters around Newfoundland making fishing an important industry in the area.

Prince Edward Island is the smallest province both in area and population. This province is almost **entirely** covered by farms and gardens. People there raise farm animals and grow potatoes. Most of the potatoes you eat are from P.E.I. They are either sold in grocery stores or are **processed** into french fries or potato chips.

Nova Scotia is almost completely **surrounded** by water, so fishing has been the province's main industry. In addition to the many different kinds of fish that are caught there, this province is well known for its **lobsters**. Lobster fishers put **bait** in the lobster **traps** every morning. Then they **load** the traps onto a boat and **lower** them to the bottom of the ocean. A **float**, which floats on the **surface** of the water, shows the fishers where the traps are. After a few hours they return to get their **catch**. The lobsters are kept in a deep **ditch** of water to keep them alive. Then they are sold all over the country and around the world.

New Brunswick is covered almost entirely by forest. In fact, 85% of its land is forest, which is more than any other province in the country. This means that forestry is the biggest industry in New Brunswick. Much of the paper used in Canada is from the pulp and paper mills of this province. Paper mills need to be near large **evergreen** forests. They also need to be near rivers so that logs can be moved by floating on the water to the mills. The water is also used to **soak** the **wood chips** to turn them into pulp. After the wood pulp is dried and pressed, it is made into paper.

Appendix I

The North Region

The North Region includes three **territories**: the Yukon, The Northwest Territories, and Nunavut. These territories cover a vast area, more than one-third of Canada. The northern part of these territories is called the Arctic. For much of the year the Arctic is a snow-covered **desert**. Winter **lasts** for many months and the summers are very short. **Permafrost** covers most of the land. This area is permanently frozen because of the extremely cold climate and the very long winters. The frost extends underneath the ground's surface for several hundred metres. No trees can grow in the Arctic. Only small **bushes** and **moss** can grow in the summer when the frozen surface of the land **thaws**. The majority of people who live in the Arctic are **Aboriginal** people known as **Inuit.**

In the language of the Aboriginal people who live there, "yukon" means "great river". The Yukon River runs through most of the territory. At 3185 km, it is the second longest river in Canada. The northern Yukon is covered by permafrost. In the southern Yukon, the land is covered by forests full of **wildlife**. Mining is the main industry of Yukon. Also, many tourists visit the area to admire the natural beauty of the Yukon's National Parks and to look at the **icefields** and **glaciers**.

In the north part of the Northwest Territories, just as in the Yukon, the land is under permafrost. Near Yellowknife, the capital city in the south part of the territory, there are gold mines.

Nunavut is Canada's newest territory. It became a territory on April 1, 1999. In the language of the Inuit, the Native People who live there, "nunavut" means "our land." The wildlife there play an important role in **traditional** Inuit life. Fish, **caribou,** and **seal** are traditional sources of food. **Beaver**, **fox,** and **wolf** are **trapped** for their **fur**.

Inuit **sculptures** of arctic life are sold to tourists and **collectors** from all over the world. These are **carved** out of the bones of **whales**, caribou, seal, and a special stone called **soapstone**.

However, life is changing very **rapidly** in Nunavut. Oil and gas have been discovered beneath the ocean. **Offshore drilling** rigs have been set up in the ocean.

Many tourists visit Canada's North to admire the natural beauty of the area and to experience a different way of life.

Appendix J

Regions Of Canada

Region	Provinces	Geographical Features	Natural Resources	Economic Activities	Other Features

Appendix K

Levels of Government and Services

Three Level of Government

Local Government

Responsible for:

_____

_____

_____

_____

_____

_____

Provincial Government:

Responsible for:

_____

_____

_____

_____

_____

_____

Municipal Government

Responsible for:

_____

_____

_____

_____

_____

Appendix L

Co-operative Riddles

Person A

1. It has nine letters.
2. It is a municipal service.
3. It is the capital city of Canada.
4. It begins with the letter "p".
5. It is the largest city in Canada.
6. It has two words.
7. It is a federal responsibility.
8. All children in Canada must have this.
9. It is a Maritime province.
10. You need one to visit another country.
11. It makes decisions about laws.
12. It begins with the letter "f".
13. This word has eight letters.
14. This person is the leader of the Canadian government.
15. This is a municipal responsibility.

Person B

1. This is the government of a city or town.
2. This is two words.
3. It is in Ontario.
4. It is an adjective.
5. It is the capital of Ontario.
6. It is a federal responsibility.
7. It begins with the letter "I".
8. It has nine letters.
9. It is east of New Brunswick.
10. It is a federal responsibility.
11. It begins with the letter "g".
12. It describes the government for all of Canada.
13. They are the responsibilities of the provinces.
14. This person lives in Ottawa
15. This is two words.

Appendix L (Continued)

Co-operative Riddles

Person C

1. A synonym for this word is "local".
2. The first word begins with the letter "g".
3. The Parliament of Canada is there.
4. There are eight letters in this word.
5. It begins with the letter "t".
6. It is very important for communication between Canadians.
7. It includes people from all over the world.
8. It is a provincial responsibility.
9. The capital city is Halifax.
10. It begins with the letter "p".
11. There are three levels of this in Canada.
12. This government meets in Ottawa.
13. They are very important for transportation.
14. There are two words to this.
15. We need these for our safety on the roads.

Person D

1. It begins with the letter "m".
2. This is very important for keeping our cities and towns clean.
3. It is northeast of Toronto.
4. There are ten of these governments in Canada.
5. The Provincial Parliament Buildings are located there.
6. We can find this service in every community in Canada.
7. This word has eleven letters.
8. It begins with the letter "e".
9. The fishing industry is very important there.
10. You must be a Canadian citizen to have one.
11. There are ten letters in this word.
12. This government is responsible for defense of our country.
13. They are very expensive to build.
14. This person is elected to the government.
15. The first word begins with the letter "t".

Appendix M

Government Services Telephone Numbers And Addresses

Service	Telephone Number	Address	Web Site

Appendix N

Government Services Directory Information Page

Question:

Government Department Contacted (including telephone number):

Answer:

Appendix O

Rubric for the Canada Game

	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding • uses a variety of facts about Canada	- a few facts covering a few areas of content studied	- some facts covering some areas of content studied	- a variety of facts covering most areas of content studied	- a wide variety of facts covering all areas of content studied (geographical, economic, and political areas)
Thinking/Inquiry • concept of game	- little thought given to any steps of the game	- some thought given to some steps of the game	- well thought out for most steps of the game	- very well thought out every step of the way
Communication • presentation is neat and visually appealing	- minimally neat and visually appealing	- somewhat neat and visually appealing	- neat and visually appealing	- extremely neat and visually appealing
• uses correct sentence structure	- few sentences correct with many errors	- some sentences correct with a considerable number of errors	- most sentences correct with a few errors	- thoroughly correct sentence structure
• uses correct spelling	- few words spelled correctly	-some words spelled correctly	- most words spelled correctly	- all words spelled correctly
Application • variety of new vocabulary covered in unit	- uses a few vocabulary items covered in the unit	- uses some vocabulary covered in the unit	- uses a variety of vocabulary covered in the unit	- uses a wide variety of vocabulary covered in the unit

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix P

Evaluation Checklist for Canada Game Instructions

Organization	**Yes**	**No**
1. Instructions written in clear language.	❑	❑
2. Instructions written in sequence.	❑	❑
3. Instructions are neat and easy to read.	❑	❑
4. Instructions are easy to follow.	❑	❑
Sentence Formation and Grammar		
5. Instructions written in complete sentences.	❑	❑
6. The imperative form is used for instructions.	❑	❑
7. Correct subject-verb agreement is used.	❑	❑
Spelling and Language Conventions		
8. Spelling is correct.	❑	❑
9. Sentences begin with capital letters.	❑	❑
10. Sentences end with periods.	❑	❑
11. Place names begin with capital letters.	❑	❑

Appendix Q

Group Self-Evaluation Checklist for the Canada Game Project

Think about how your group worked together.
Complete this checklist on your own with your comments and hand in to the teacher.

1. Everyone in the group contributed to the construction of the Canada game.

2. We helped each other when we didn't understand.

3. We listened attentively to each other's opinions.

4. We gave suggestions to each other in a polite way.

5. We disagreed with each other in a polite way.

6. Everyone had a part in the oral presentation of the game.

7. We practised the oral presentation as a group.

8. Everyone contributed to the writing and editing of the instructions

Unit 4: Searching for Answers

Time: 20 hours
Unit Developers: Helena Ben David, Vilma Blenman, Jane Campbell, Hazel Excell, Denise Gordon, Sandra Katz, Alison Kelsey, Paula Markus, Eleanor Minuk, Jo Nieuwkerk, Ero Siouga, Betty Ann Taylor

Unit Description

In this unit, students explore and learn about some of the mysteries in our world. Students read from a variety of sources and examine information from a range of cross-curricular material. In addition, students learn the past progressive and practise a variety of reading strategies such as skimming, scanning, and stating the main idea. Through the use of graphic organizers, students learn to take notes and organize information in paragraphs and in ways that can be applied to and used in their studies of other disciplines. As a culminating activity, students work independently to research a mystery of their choice for inclusion in a class booklet.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: BORV.03, BORV.06; BREV.01, BREV.02, BREV.04, BREV.05; BWRV.01, BWRV.02, BWRV.03; BSCV.04.
Specific Expectations: BOR1.02, 1.06, 2.04, 4.01; BRE1.01, 1.03, 2.01, 3.01, 3.02, 3.03, 3.04, 3.05, 3.06, 4.01, 4.02; BWR1.01, 2.01, 2.02, 2.03, 2.04, 3.01, 3.02, 3.03, 3.05, 3.06; BSC1.05, 2.01, 2.02, 2.03, 2.04.

Activity Titles (Time + Sequence)

Activity 1	The Unexplained	240 minutes
Activity 2	Mysteries, Mysteries, Everywhere	480 minutes
Activity 3	Fitting the Pieces Together	120 minutes
Activity 4	Fishing for Facts	300 minutes
Activity 5	Whodunit? We Did It!	60 minutes

Prior Knowledge Required

- able to work in groups
- knows simple conventions of written English (capitals, sentencing, simple verb tenses)
- responds appropriately to oral instructions and information in a classroom setting
- reads a variety of abridged written materials
- familiar with basic reading and word attack strategies
- familiar with brainstorming
- practises time-management skills
- familiar with graphing and charts
- familiar with mapping skills

Unit Planning Notes

- This research unit revolves around the topic of unsolved mysteries from around the world. This topic is of great interest to most students. In addition, a wide variety of resources are readily available at different reading levels in both fiction and non-fiction genres.

- A main focus of this unit is to make students aware of cues and clues embedded in informational writing in order to assist them with comprehension of school textbooks. Students learn to pay attention to margin notes, pictures, maps, graphs, headings, etc. and to use these in their own writing.
- To introduce students to Canadian newspapers, students are asked to choose and follow an unsolved current event or to choose five different mysteries in the news. As an ongoing individual project, students skim, scan, and collect headlines, pictures, and lead paragraphs that relate to their chosen mystery/mysteries. Obtain a subscription to a newspaper for the duration of this unit.
- This unit exposes students to materials that are drawn from History, Geography, and English Literature. It builds on prior knowledge of mapping and sequencing and further develops students' understanding of subject specific vocabulary and note-taking skills.
- This unit uses a variety of teaching strategies and focusses on group work and activity centres. It is important to assign roles to students, for example: secretary, taskmaster, gatekeeper etc. (see *Second Language Learning Through Co-operative Learning*). Give students strict timelines within which they are to complete the work. This insures on-task behaviour.
- Purchase a class set of *Thoughts and Notions*, and small numbers (four to six) of *More Chills*. One copy of each of the following books will be useful for the research activity: *For Your Information 2, Phenomena, Even More True Stories in News, Weird Science, Bizarre Endings, Aliens and UFOs*. If you use "The Roanoke Settlement" in *Thoughts Notions*, take the opportunity to teach the students about bias and stereotyping.
- Further resources for the student research project are readily available from children's sections of public libraries, simplified encyclopedias, Internet sites, and many abridged readers. Even in books where the reading level may be difficult for an ESLBO student, information is presented in report form with headings and embedded cues that assist the emerging reader. In addition, these resources include pictures, graphs, and maps which assist in comprehension of the topic.
- The text, *Thoughts and Notions*, has an accompanying video which lends itself both to the theme of this unit and to the study of media.
- You may wish to compile a "course pack" of the resources for this unit. In this package include the articles and activities from *Thoughts and Notions*, the story from *More Chills*, and the appropriate unit appendices. Before doing any reproduction of copyright materials check with your school board for the terms and conditions of your Board's license with CANCOPY.

Teaching/Learning Strategies

Process writing, co-operative learning groups, interviewing, silent reading, note taking, diary and letter writing, paragraph writing, pair, group and class interaction, directed reading, Readers Theatre, role play, graphic organizers, self- and peer editing, graphing, journals, vocabulary and comprehension exercises, report writing, research.

Assessment and Evaluation

Activity	Type	Tool	Categories
Activity 1	Formative Formative	Reading activities Solving Unsolved Mysteries: Appendix A	Know/Communication Application/Communication Thinking/Inquiry
Activity 2	Summative Summative Summative Summative	The Strange Orchid Letter Mini Mystery Tape Tunguska Fireball Outline World Map and Timeline	Communication/ Thinking/Inquiry/Communication Application Application
Activity 3	Formative Summative	First draft of report Final copy of report – rubric	Communication/ Application

Activity 4	Summative Formative	Individual Student Newspaper Project First Draft of report	Knowledge/Communication Knowledge/Thinking Communication/Application
Activity 5	Formative Summative	Appendix A Report – final draft - rubric	Thinking/Communication Knowledge/Thinking Communication/Application

Resources

Barlow-Kedves, A., et.al. *SightLines 9*. Don Mills, Ontario: Prentice Hall Pearson Education, 1999.

Billings, H. and M. Billings. *Phenomena*. Lincolnwood, IL: Jamestown Publishers, 1999.
This book is filled with information on a wide variety of mysterious phenomenon. It is designed in such a way that the readings become progressively more difficult. Students may require teacher support when they use this book.

Billings, H. and M. Billings. *The Wild Side, Bizarre Endings*. Lincolnwood, IL: Jamestown Publishers, 1996.
Students could use this book for their research. There are a variety of mysteries in this resource along with pictures and maps. It is designed in such a way that the readings become progressively more difficult.

Billings, H. and M. Billings. *The Wild Side, Weird Science*. Lincolnwood, IL: Jamestown Publishers, 1996.
Students could use this book for their research. There are a variety of mysteries in this resource along with pictures. It is designed in such a way that the readings become progressively more difficult.

Bland, C. *Exploring Unsolved Mysteries*. Chicago, IL: Kidsbooks Inc, 1998.

Blanchard, K. and C. Root. *For Your Information 2*. White Plains, NY: Addison-Wesley, Longman Publishing, 1994.
This book has one chapter on mysteries that could be used for the research activity.

Clayton, C. and D. Kelleher, ed. *Great Mysteries*. Chicago, IL: World Book Inc, 1997.

Fuchs, M., Westheimer, M., and M. Bonner. *Focus on Grammar- Intermediate*. White Plains, NY: Addison Wesley Publishing, 1994.
A grammar book that includes stories and articles in which grammar points are embedded.

Goodman, B. *More Chills*. Chicago, IL: NTC Contemporary Publishing Group Inc., 1997
A book of short stories on the theme of suspense and mystery. This text is used in this profile.

Hartmann, P., P. Esparza, and Annette Zarian. *Tense Situations*. Toronto, ON: Harcourt Brace and Co. 1984.
An excellent grammar book with verb tenses in contrast and in context.

Herbst, J.*The Mystery of UFOs*. New York, NY: Atheneum Books, 1997.

Heyer, S. *Even More True Stories: An Intermediate Reader*. White Plains, NY: Longman Publishing Group, 1992.
Uses simple newspaper stories to develop comprehension and vocabulary. Some articles may be appropriate for student research.

High, J., *Second Language Learning Through Cooperative Learning*. San Clemente, CA: Kagen Cooperative Learning, 1993.
An excellent book of co-operative learning strategies.

Hogue, A., *First Steps in Academic Writing*. White Plain, NY: Addison-Wesley Longman, 1996.
Uses samples, directions and activities to take students through the writing process. Addresses a variety of sentence and paragraph structures.

Innes, Brian. *The Mysteries of UFOs*. Austin, TX: Raintree Steck-Vaughn Publishers, 1999.

Iveson M., Robinson S., *Mystery and Wonder Magazine*. Scarborough: Prentice Hall Canada Inc., 1993.

Lee, L. and B. Bushby. *Thoughts & Notions*. Scarborough, ON: Heinle & Heinle, 2000.
A excellent resource that devotes one unit to mysteries. This text is used in this profile.

Pogue, L. *Ages 12 Through 15, The Years of Transition*. Toronto, ON: OPSTF, 1996.
Provides excellent examples of graphic organizers which are reproducible.

Putnam, James, ed. *Pyramid*. Toronto, ON: Stoddart Publishing, 1994.

Siamon, S. and J. Barry. *Explore the Unknown*. Scarborough, ON: ITP Nelson, 1994.

Schrampfer-Azar, B. *Basic English Grammar*. Scarborough: Prentice Hall Canada Ltd., 1966.
A good grammar text with easy to understand explanations and related oral and print exercises.

Sertori, J.M. *Monsters*. New York, NY: Barron's Educational Services, 1999.

Warner, J. and M. Warner. *Aliens and UFOs*. Lincolnwood, IL: Jamestown Publishers, 1996.
Students could use this book for their research. There are a variety of articles in this resource along with pictures. It is designed in such a way that the readings become progressively more difficult.

Wilson, C. *Mysteries of the Universe*.Willowdale, ON: Firefly Books, 1997.

Magazines

Scope Magazine, Scholastic Scope, Markham, ON.

Newspaper – any Canadian newspaper that covers national and international news

Mystery Series

Livewire Chillers, NTC Publishing, Chicago, IL.

Thumbprint Mysteries, Chicago, IL: NTC Publishing, 1998

Audio Visual:

CNN Video to accompany *Thoughts and Notions*, Boston, MA: Heinle and Heinle, 2000
This video supplements the unit but is a direct copy of a CNN broadcast so the language may be difficult for ESLBO students.

Web Sites

www.mysteries.com

www.discovery.ca

http://paranormal.miningco.com
This web site contains excellent information on many of the mysteries mentioned in Appendix H and on many lesser-known mysteries. However, teacher discretion is required as some of the topics may offend some students.

http://www.theglobeandmail.com

http://www.nationalpost.com

http://www.t-o.com

http://cbc.ca/newsworld

Activity 1: The Unexplained

Time: 240 minutes

Description

In this activity students are introduced to unexplained phenomena around the world through visuals and print materials. They hypothesize answers to a variety of unexplained mysteries, such as Stonehenge or crop circles. Students develop a questionnaire and graph the responses. They use specific features of text to extract information and read an article about a phenomenon. Students learn the past progressive tense.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations

BORV.03 - understand and use some key subject-specific vocabulary in classroom discussion when visual aids are used;
BORV.06 - demonstrate comprehension of key information from media works;
BREV.04 - read texts with familiar content or vocabulary, using a variety of reading strategies;
BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work;
BSCV.04 - demonstrate adaptation to school norms, key teacher expectation, and classroom routines.

Specific Expectations

BOR1.02 - determine meaning by requesting clarification and restating information when necessary;
BOR1.06 - use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions;
BOR2.04 - use common tenses, adjectives, adverbs, prepositions, common idioms, some two-word verbs and some interrogative and negative constructions appropriately and with some consistency;
BOR4.01 - view, read, and listen to media works to obtain information and complete assigned tasks (e.g., school announcements, television and radio news, newspaper advertisements, short geography documentaries on Canada, CD-ROMs, online databases with information on and images of Canada);
BRE1.01 - demonstrate understanding of fiction and non-fiction texts designed or adapted for second language learners (e.g., by completing graphic organizers, participating in teacher-led discussions, retelling content, relating information to background knowledge and making a personal response);
❖BRE2.01 - use context and familiar vocabulary in texts to infer the meaning of new words;
❖BRE3.01 - extract information from specific features of text (e.g., headings, margin notes, glossaries, charts, diagrams, photos);
❖BRE3.03 - state the main idea of individual passages that contain familiar vocabulary;
BRE3.04 - skim text with familiar vocabulary or content for overall comprehension (e.g., find the main idea; determine the author's main idea);
BRE3.05 - scan text with familiar vocabulary or content for specific information (e.g., locate key information in a mathematics problem expressed in narrative form);
BRE3.06 - demonstrate comprehension of syntactic cues (e.g., possessives, verb phrases, comparatives, progressive tenses and conjunctions), with teacher guidance;
BRE4.01 - locate information in subject specific non-fiction sources (e.g., math posters, natural science series, abridged biographies);
❖BRE4.02 - use a graphic organizer provided by the teacher to extract information from pre-selected texts (e.g. to find examples or supporting ideas);
BSC1.05 - communicate information about current events (e.g., write brief notes or send e-mail messages about current events as presented on television; discuss elections as presented in newspapers or magazines);

BSC2.01 - use time-management to organize homework, complete assignments on time and make up missed work;
BSC2.02 - ask questions of teachers and peers for clarification and to obtain information;
BSC2.03 - use their first language when appropriate to understand and communicate (e.g. request clarification; link new learning to background knowledge, use a bilingual dictionary).
Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- Collect a variety of pictures that represent unsolved mysteries from around the world. Refer to Appendix H for examples, and ask your students for examples of unsolved mysteries from their countries. Large, coloured photographs or pictures will work best. These can be found in any library and on the Internet.
- Before beginning group work, discuss cooperative group roles with the students. Assign students to groups of three or four. Give each student a role. Some possibilities are: secretary (records information), taskmaster (keeps students on task), gatekeeper (ensures that everyone is involved), and checker/reader (makes sure everyone has an answer). For more information, see *Second Language Learning Through Cooperative Learning*.
- Determine how many pictures you want to use for this activity and number them. Put corresponding numbers onto Appendix A. Prepare one copy per group of Appendix A - Solving Unsolved Mysteries. If you choose to use more than four pictures, photocopy extra copies of Appendix A and number accordingly.
- Keep strictly to the timelines. This ensures that students stay focussed and on task.
- Develop a checklist for observing students during group work.
- The student created bar graph is a good strategy for organizing information prior to the class discussion. This strategy is used to collate information gathered from the student questionnaire.
- To initiate and model the ongoing newspaper media project, find a mystery in the newspaper, e.g., Who is the hacker responsible for the latest attack of computer viruses? Follow the progress the detectives are making in solving your chosen mystery or present a different mystery every day for the first five days of this unit as an example to the class. See Appendix M for student instruction sheet. This project should be completed before students begin the culminating activity in Activity 4. Determine an appropriate due date.
- Obtain a class set of the book, *Thoughts and Notions* and a copy of the accompanying video. As well as introducing mysteries, this text is used to teach students how to extract information from specific features of text and how to state the main idea of individual passages that contain familiar vocabulary. If you do not have a copy of *Thoughts and Notions* you can write your own mystery article or choose another appropriate book.
- Choose or develop exercises to teach and practise the past progressive tense. Suggested textbooks include *Tense Situations, Focus on Grammar, Basic English Grammar*. The past progressive exercise in *Tense Situations* is on the theme of UFOs and lends itself well to inclusion in this unit.
- Students practise the past progressive tense in activities throughout this unit.
- Collect Appendix A and student work from "The Easter Island Statues" article or the article you prepared for formative assessment.

Material Needed

- pictures of unsolved mysteries from around the world
- Appendix A – enough copies for each student
- Appendix M – enough copies for each student
- markers
- graph paper

- class set of the book *Thoughts and Notions*, teacher-prepared material, or chosen text
- video which accompanies *Thoughts and Notions*
- class set of selected grammar text and atlases or world map
- VCR
- newspapers

Prior Knowledge

- knows how to make a bar graph
- uses a variety of sources to check spelling
- writes in simple and compound sentence
- uses capitals for proper nouns

Teaching/Learning Strategies

1. Divide the class into small groups of three to four students. Discuss the roles of group work and assign a different role to each member of the group. Give each group a copy of Appendix A - Solving Unsolved Mysteries and as a class, review the questions. Give each group a picture of a different mystery. Allow the students ten minutes to hypothesize answers to their mystery and to complete the chart with their answers. Rotate the pictures among the groups every ten minutes until the chart is complete. Circulate, encouraging students to use their imaginations and remain in their roles.
2. Collect completed charts and pictures. Display the pictures at the front of the class. Redistribute the charts, giving each group a chart completed by a different group. Provide each group with a different coloured marker. Instruct the "reader" to read out loud the responses on the chart. The "gatekeeper" asks for everyone's opinion as to which of the four pictures has the most interesting, imaginative, or plausible explanation. Have the group come to a consensus before the "secretary" places a checkmark beside the chosen explanation. Exchange charts every five minutes until all charts have been reviewed by every group.
3. Lead a class discussion exploring the concept that there is no correct answer to these unsolved mysteries. Tell the students the name of each of the mysteries, if they don't already know. Collect completed copies of Appendix A for formative assessment.
4. Review formation of Y/N questions and develop a class questionnaire. Begin the questionnaire with the following two questions and add any other questions that the class develops.
   Have you ever heard of the _____? Students record the responses in short sentences.
   Do you believe that there is a scientific explanation for _____?
   Have students practise the questions with each other. For homework, students use the questionnaire to interview two to five different people.
5. In groups, collate responses to questionnaire and create bar graphs of the responses. Use the information from the bar graph to draw conclusions about people's knowledge and feelings about the unexplained. As a class summarize these conclusions and write the conclusions on the board in sentences. Students copy graphs and sentences into their notebooks.
6. Using the mystery you have selected from the newspaper, introduce the ongoing media project to the class. Assign the class the task of finding a mystery or series of mysteries in the newspaper. Distribute Appendix M to the class and review the assignment together.
7. Distribute copies of *Thoughts and Notions* or teacher chosen material. Have students turn to "The Easter Island Statues" (pp. 143-144). Before reading, discuss the title, pre-reading questions and the pictures, sketches, and margin notes. Use an atlas to locate Chile. Ask students to predict the content of the article. As a class, read the article "The Easter Island Statues". Use a directed-reading approach to predict, to clarify, and to check for meaning. As a class develop point-form notes on this article. Have students keep a copy of these notes as a model for future note-taking in this unit.

Students complete teacher-selected follow-up exercises from the text (pages 144-147). For formative assessment, collect student work.

8. To prepare for viewing the video on Easter Island, students complete the pre-viewing activities on pp. 158-159 of *Thoughts and Notions*. Watch the video and continue with the "As You Watch" and "After You Watch" activities.
9. Review/teach the past progressive tense using the exercises in *Tense Situations* (pp. 48-55). Have students participate in oral and written exercises.

Assessment/Evaluation Techniques

- Solving Unsolved Mysteries: Appendix A – formative
  BRE4.02 - completing a graphic organizer
  BRE3.01 - extracting information from photos
- Reading activities - formative
  BRE3.03 - stating main idea
  BRE4.01 - extracting information and writing notes
  BRE2.01 - using vocabulary in context

Accommodation

- Partner students with other class members who speak their language to provide explanations.
- Allow students to use bilingual dictionaries.
- For enrichment have students read abridged mystery stories. For example: *Livewire Chillers*, *Thumbprint Mysteries*, etc.
- Allow students to use newspapers in their own language.
- Allow students to use radio, television, or Internet as sources for the newspaper project.
- As enrichment to the newspaper project, students could write response journals to accompany their questions and answers.

Resources

Hartmann, P., P Esparza and Annette Zarian. *Tense Situations*. Toronto, ON: Harcourt Brace and Co., 1984.

Lee, L. and B. Bushby. *Thoughts & Notions*. Scarborough: Heinle & Heinle, 2000.

Canadian newspapers that cover local, national, and international news

Audio Visual

CNN Video to accompany *Thoughts and Notions.* Boston, Mass: Heinle and Heinle, 2000.

Activity 2: Mysteries, Mysteries Everywhere

Time: 480 minutes

Description

Through activity centres, students explore mysteries in the areas of literature, history, and geography. Students examine the features of text and practise a variety of reading strategies to gather information. They record this information on charts, maps, outlines, and timelines and apply this information in creative activities.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Objectives

BREV.01 - respond to a range of short fiction and non-fiction texts using a variety of strategies;
BREV.04 - read texts with familiar content or vocabulary, using a variety of reading strategies;
BWRV.01 - write in a variety of forms;
BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work;
BSCV.04 - demonstrate adaptation to school norms, key teacher expectation, and classroom routines.

Specific Expectations

❖BOR1.02 - determine meaning by requesting clarification and restating information when necessary;
❖BOR1.06 - use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions;
❖BOR2.04 - use common tenses, adjectives, adverbs, prepositions, common idioms, some two word verbs and some interrogative and negative constructions appropriately and with some consistency;
BOR4.01 - view, read, and listen to media works to obtain information and complete assigned tasks (e.g., school announcements, television and radio news, newspaper advertisements, short geography documentaries on Canada, CD-ROMs, online data bases with information on and images of Canada);
BRE1.01 - demonstrate understanding of fiction and non-fiction texts designed or adapted for second language learners (e.g., by completing graphic organizers, participating in teacher-led discussions, retelling content, relating information to background knowledge and making a personal response);
BRE2.01 - use context and familiar vocabulary in texts to infer the meaning of new words;
❖BRE3.01 - extract information from specific features of text (e.g., headings, margin notes, glossaries, charts, diagrams, photos);
BRE3.02 - demonstrate comprehension of teacher-prepared texts and summaries (e.g., through completion of cloze passages related to the content of text);
❖BRE3.03 - state the main idea of individual passages that contain familiar vocabulary;
BRE3.04 - skim text with familiar vocabulary or content for overall comprehension (e.g., find the main idea, determine the author's purpose);
BRE3.05 - scan text with familiar vocabulary or content for specific information (e.g., locate key information in a mathematics problem expressed in a narrative form);
❖BRE4.01 - locate information in subject specific non-fiction sources (e.g., math posters, natural science series, abridged biographies);
❖BRE4.02 - use a graphic organizer provided by the teacher to extract information from pre-selected texts (e.g., to find examples or supporting ideas);
❖BWR1.01 - write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters with teacher guidance;
❖BWR 2.01 - generate and organize ideas for writing using graphic organizers provided by the teacher (e.g., charts, webs, and timelines);

❖BWR3.02 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;
❖BWR3.03 - use a variety of simple sentence patterns in their writing;
BSC1.05 - communicate information about current events (e.g., write brief notes or send e-mail messages about current events as presented on television; discuss elections as presented in newspapers or magazines);
BSC2.01 - use time-management to organize homework, complete assignments on time, and make up missed work;
BSC2.02 - ask questions of teachers and peers for clarification and to obtain information.
Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- Continue presenting/modelling your mystery or series of mysteries to the class and check that students are working on newspaper assignment.
- This activity is organized into four activity centres through which the student groups rotate. By the end of the eight hours assigned to this activity, all groups will have visited all four centres.
- Reorganize the room to accommodate centres.
- For large classes, create a fifth or sixth centre by repeating one or more of the centres so that two groups will be working on the same activity simultaneously.
- Instruction sheets for each centre are provided in Appendix B: Activity Centre Instruction Sheets.
- For Centres One and Three, decide which of the follow-up activities in the texts you would like the students to complete.
- For Centre Two there are four alibi charts. If you have only three students in a group adjust the alibi charts so that every time frame is filled in on one of the three charts.
- Centres Three and Four each have a creative activity which follows the assessment activities. Depending on time, these could be eliminated or included and formatively assessed.
- Create folders for each centre. In each folder place the instructions and materials required for that centre. Refill the folders before each rotation.
- Circulate around the classroom while students are working to clarify instructions when needed and to observe how students are working in their groups.
- Use Appendix J to keep a record of the work students have completed.
- Adhere strictly to timelines. This will keep students on task.

Materials Needed

For each rotation

Centre One:	4 copies of the book, *More Chills*, ("The Strange Orchid" pp. 93-100)
	4 copies of Appendix C – Chart Comparing Two Plants
	Appendix B – Activity Centre Instructions
Centre Two:	4 copies of Appendix D – Mini Mysteries
	4 copies of Appendix E – Mini Mystery Chart
	3 copies of Appendix F – Alibi Sheet
	Appendix B – Activity Centre Instructions
	Tape recorder and tape
Centre Three	4 copies of the book, *Thoughts and Notions*, ("The Tunguska Fireball" pp.148-153)
	4 copies of Appendix G – The Outline of The Tunguska Fireball
	Appendix B – Activity Centre Instructions

Centre Four	4 copies of a world map outline atlases 4 copies of Appendix H – Mysteries- When and Where 4 copies of Appendix I – Mystery Timeline markers or coloured pencils Appendix B – Activity Centre Instructions

Prior Knowledge

- able to work in groups
- familiar with mapping skills and reading an atlas
- uses word attack skills (affixes, roots)
- familiar with the structure of a friendly letter
- can develop a storyboard and timelines
- familiar with writing journals

Teaching/Leaning Strategies

1. Reorganize students into groups established in Activity One. Rotate and review group roles. Explain organization of the centres and the need to stick to strict timelines.
2. Rotate student groups through the four activities. Tell students that they will be given two class periods (approximately two hours) to complete each centre. Before they move to the next centre, groups must submit their work from the previous centre.

Assessment/Evaluation Techniques

- The Strange Orchid Letter - summative
  BWR1.01 - assess for letter format, description, and reporting of incident;
  BWR3.02 - assess for past progressive verbs and correct use of other verb tenses;
  BWR3.03 - assess for sentence structure and variety.
- Short Mystery Tape - summative
  BOR1.02 - assess for content of questions and answers;
  BOR1.06 - assess for correct use sentence structure and phrases to recount events;
  BOR2.04 - assess for question construction, past progressive verbs and correct use of other verbs.
- Tunguska Fireball Outline - summative
  BRE3.01 - assess information chosen to complete outline for ability to extract information from specific features of text (look at their use of vocabulary);
  BRE3.03 - assess information chosen to complete outline for main idea;
  BRE4.02 - assess information chosen to complete outline for supporting ideas.
- Map and Timeline - summative
  BRE4.01 - assess for correct placement of information on map and timeline;
  BWR2.01 - assess for correct placement of information on map and timeline.

Accommodations

- Present to teacher instead of on tape.
- Make a diary instead of a storyboard.
- For enrichment, students write a "short mystery" similar to the mysteries in Centre 2 or retell a mystery with which they are familiar.

Resources

Goodman, B. *More Chills*. Chicago, Ill: NTC Contemporary Publishing Group Inc., 1997.

Lee, L. and B. Bushby. *Thoughts & Notions*. Scarborough: Heinle & Heinle, 2000.

Atlas

Web Sites

www.mysteries.com

discovery.ca

Activity 3: Fitting the Pieces Together

Time: 120 minutes

Description

In preparation for the culminating activity, students study the structure of a paragraph and learn how to convert an outline into a report. Using the writing process, students produce a word-processed final report which includes a visual.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations

BORV.06 - demonstrate comprehension of key information from media;
BREV.04 - read texts with familiar content or vocabulary, using a variety of reading strategies;
❖BWRV.02 - use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities;
BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work;
BSCV.04 - demonstrate adaptation to school norms, key teacher expectation, and classroom routines.

Specific Expectations

BOR2.04 - use common tenses, adjectives, adverbs, prepositions, common idioms, some two-word verbs and some interrogative and negative constructions appropriately and with some consistency;
BOR4.01 - view, read, and listen to media works to obtain information and complete assigned tasks (e.g., school announcements, television and radio news, newspaper advertisements, short geography documentaries on Canada, CD-ROMs, online data bases with information on and images of Canada);
BRE3.01 - extract information from specific features of text (e.g., headings, margin notes, glossaries, charts, diagrams, photos);
BRE3.04 - skim text with familiar vocabulary or content for overall comprehension (e.g., find the main idea, determine the author's purpose);
BRE3.05 - scan text with familiar vocabulary or content for specific information (e.g., locate key information in a mathematics problem expressed in a narrative form);
BRE4.01 - locate information in subject specific non-fiction sources (e.g., math posters, natural science series, abridged biographies);
❖BWR1.01 - write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses and letters with teacher guidance;
❖BWR2.02 - compose a first draft of a simple composition;
BWR2.03 - use simple word-processing software to compose and edit pieces of writing;
BWR2.04 - use simple graphic software to format and embellish pieces of writing;
❖BWR3.01 - compose a short paragraph containing simple and compound sentences;

❖BWR3.02 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;
❖BWR3.03 - use a variety of simple sentence patterns in their writing;
BSC1.05 - communicate information about current events (e.g., write brief notes or send e-mail messages about current events as presented on television; discuss elections as presented in newspapers or magazines);
BSC2.02 - ask questions of teachers and peers for clarification and to obtain information;
BSC2.03 - use their first language when appropriate to understand and communicate (e.g., request clarification; link new learning to background knowledge, use a bilingual dictionary).
Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- Check that students are working on their newspaper assignment and remind them of the due date.
- Reorganize room to facilitate teacher-led lesson.
- The "Think Aloud" strategy is one in which the teacher models the thinking process as s/he is reading. For example, the teacher explains how to get the meaning of a word from the context of the sentence; the teacher models predicting.
- Choose a text that uses headings, sub-headings, captions, margin notes (science and geography texts are good sources). Select a passage from the text to use as a model for teaching the importance of textual features. Focus on size and type of print, placement on the page, illustrations, graphics, and use of colour. Deconstruct the text with the students.
- When teaching paragraph structure, focus on the topic sentence, three supporting ideas, and a concluding sentence. This is the paragraph structure that students need to know for "The Grade 10 Test of Reading and Writing." Points 3, 4, 5 and 6 from the Appendix G – Tunguska Fireball Outline lend themselves to paragraph structure.
- To assist students with peer editing, prepare an editing checklist. Samples are available in *First Steps in Academic Writing* and *SightLines 9.*
- Book a computer lab.

Materials Needed

- class set of textbooks (science, geography, or history)
- completed copies of Appendix G

Prior Knowledge Required

- uses simple and compound sentence structure
- uses common tenses
- employs simple writing conventions (capital letters, punctuation)

Teaching/Learning Strategies

1. Elicit from students the differences between a story and a report. Using a science or geography textbook, have students note the use of headings, subheading, photographs, sketches, etc., as aids to understanding content.
2. Return Appendix G – Tunguska Fireball outlines and take them up as a class to ensure that every student has a complete outline.
3. Explain to the students that as a culminating activity for the unit, they will write a research report.
4. Using the Tunguska Fireball outline, students change points 1, 2, and 3 into sentences under the headings given. Using point 4 or 5, teach paragraph structure. Use the think-aloud strategy to develop a topic sentence, convert the three main points into supporting sentences, and write a concluding sentence.

5. In partners students use point 6 to develop a paragraph.
6. Pair/share paragraphs for peer editing. Instruct students to look for the following:
   - topic sentence with a controlling idea;
   - supporting ideas which relate to the topic sentence;
   - concluding sentence;
   - sentence structure: periods, capitals, subjects-verb agreement;
   - correct use of verb tenses.
7. Students individually write a final copy of the complete report. Each report should include a sketch, a map, or a picture. Students word process their final copy.

Assessment/Evaluation Techniques

- First draft of report - formative
  BWRV.02 - assess students ability to use the writing process
  BWR2.02 - assess first draft for completion
  BWR3.01 - peer editing for paragraph structure
  BWR3.02 - peer editing for periods, capitals and use of verb tenses
  BWR3.03 - peer editing for sentence structure
- Final copy of report - summative
  Use Rubric - Appendix L to assess the following expectations:
  BWRV.02 - assess students ability to use the writing process
  BRE1.01 - assess student work for understanding of topic
  BWR2.02 - assess first draft for completion
  BWR3.01 - peer editing for paragraph structure
  BWR3.02 - peer editing for periods, capitals and use of verb tenses
  BWR3.03 - peer editing for sentence structure

Accommodation

- Provide additional exercises on sentence structure if necessary.
- Provide additional opportunities to practise paragraph structure.
- Do further research on the Tunguska Fireball.
- Partner with other students who have stronger skills to provide support and information.

Resources

Lee, L. and B. Bushby. *Thoughts & Notions*. Scarborough: Heinle & Heinle, 2000.

Activity 4: Fishing For Facts

Time: 300 minutes

Description

Students apply the reading and note-taking strategies they have learned to create a research report. Students choose a mysterious phenomenon. They find resources and use the reading strategies they have learned to research their chosen phenomenon. Students write notes using specific headings and develop these notes into sentences and paragraphs to create a research report which includes a visual.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations

BREV.02 - choose reading material for study and personal enjoyment with teacher guidance;
BREV.04 - read texts with familiar content or vocabulary, using a variety of reading strategies;
BREV.05 - choose appropriate resources from pre-selected materials for use in teacher-directed assignments;
❖BWRV.02 - use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities;
❖BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work.

Specific Expectations

❖BRE1.01 - demonstrate understanding of fiction and non-fiction texts designed or adapted for second language learners (e.g., by completing graphic organizers, participating in teacher-led discussions, retelling content, relating information to background knowledge and making a personal response);
BRE1.03 - use classroom, school, and local libraries to find reading materials for study and personal enjoyment;
BRE3.01 - extract information from specific features of text (e.g., headings, margin notes, glossaries, charts, diagrams, photos);
BRE3.03 - state the main idea of individual passages that contain familiar vocabulary;
BRE3.04 - skim text with familiar vocabulary or content for overall comprehension (e.g., find the main idea, determine the author's purpose);
BRE3.05 - scan text with familiar vocabulary or content for specific information (e.g., locate key information in a mathematics problem expressed in a narrative form);
❖BRE4.01 - locate information in subject specific non-fiction sources (e.g., math posters, natural science series, abridged biographies);
❖BWR1.01 - write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters with teacher guidance;
❖BWR 2.01 - generate and organize ideas for writing using graphic organizers provided by the teacher (e.g., charts, webs, and timelines);
❖BWR2.02 - compose a first draft of a simple composition;
BWR2.03 - use simple word-processing software to compose and edit pieces of writing;
BWR2.04 - use simple graphic software to format and embellish pieces of writing;
❖BWR3.01 - compose a short paragraph containing simple and compound sentences;
❖BWR3.02 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;
❖BWR3.03 - use a variety of simple sentence patterns in their writing;
BWR3.05 - check spelling, using a variety of resources (e.g., learner dictionaries, word lists, spell checkers);

❖BWR3.06 - use capitals for proper nouns, commas to separate items in lists, and quotation marks in direct speech with some consistency;
❖BSC1.05 - communicate information about current events (e.g., write brief notes or send e-mail messages about current events as presented on television; discuss elections as presented in newspapers or magazines);
BSC2.01 - use time-management to organize homework, complete assignments on time, and make up missed work;
BSC2.02 - ask questions of teachers and peers for clarification and to obtain information;
BSC2.03 - use their first language when appropriate to understand and communicate (e.g., request clarification; link new learning to background knowledge, use a bilingual dictionary);
BSC2.04 - use school and community resources to support classroom learning (e.g., libraries, computers, tutoring programs, study rooms).
Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Prior Knowledge Required

- knows how to write sentences and paragraphs
- has note-taking skills
- is familiar with report structure
- uses common conventions of English

Planning Notes

- Before introducing the research report, collect the newspaper assignment.
- Use the list of mysteries from Appendix H for research topics. Additional topics might include: crystals, dowsing, vampires, hypnosis, psychic powers, Houdini, and animal migration.
- Arrange with your school librarian to:
  a) pull a variety of appropriate resources for student use;
  b) teach a lesson on the importance of, and how to cite sources. Students should understand that it is necessary to cite the sources of their research.
- Visit the local public library and arrange for a class field trip, or collect a variety of books on mysteries at an appropriate reading level.
- Prepare copies of Appendix K – Research Project Assignment on the Unknown.
- Establish timelines, due dates, and a conference schedule for the assignment. Suggested timelines:
  Hour One - review assignment, choose topic, and find resources
  Hour Two - point form notes
  Hour Three - write rough draft of your report
  Hour Four - peer edit and create visual
  Hour Five - prepare final copy for assessment and evaluation in Activity 5
- As students work through this assignment, assess their use of the writing process using the checklist in Appendix K – Research Project Assignment on the Unknown.
- Arrange for use of a computer lab.

Materials Needed

- class sets of Appendix H, Appendix K, and Appendix L

Teaching/Learning Strategies

1. Collect student newspaper assignment: Mysteries in the News.
2. Give students a copy of the assignment and the assessment rubric (Appendices K and L). Review the assignment with the students and have them write in the due dates. Teach students what information to collect in order to cite their sources, and where to find this information.

3. As a class, brainstorm possible research topics. Students may use the mysteries in Appendix H or those referred to earlier in the unit. Students choose a topic to research.
4. Students complete assignment as outlined on Appendix K. Use the checklist on the assignment sheet to formatively assess the writing process.
5. Student conference with teacher throughout, to make sure they are on task and meeting deadlines.

Assessment/Evaluation Techniques

- Mysteries in the News:
  BRE4.01 – assess for choice of information
  BRW3.02 - assess for verb tenses
  BRW3.03 - assess for sentence and question construction
  BSC1.05 - assess understanding of media information
- First draft of report - formative
  BWRV.02 - assess students ability to use the writing process
  BRE1.01 - assess student work for understanding of topic
  BWR2.02 - assess first draft for completion
  BWR3.01 - peer editing for paragraph structure
  BWR3.02 - peer editing for periods, capitals, and use of verb tenses
  BWR3.03 - peer editing for sentence structure

Accommodations

- Allow additional time if needed.
- Allow some students to use only one resource.
- Allow students to work in partners.
- Help students choose the specific resources.

Resources

- See annotated resource list at beginning of unit.

Activity 5: Whodunit? We Did it!

Time: 60 minutes

Description

Students share their reports in groups and complete a graphic organizer based on the information they learn. Students categorize their topics and create index pages for inclusion in the class book, "The Unknown."

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations

BORV.03 - understand and use some key subject-specific vocabulary in classroom discussion when visual aids are used;
BORV.06 - demonstrate comprehension of key information from media works;
❖BWRV.02 - use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities;
❖BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work.

Specific Expectations
BOR1.02 - determine meaning by requesting clarification and restating information when necessary;
BOR1.06 - use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions;
BOR2.04 - use common tenses, adjectives, adverbs, prepositions, common idioms, some two word verbs, and some interrogative and negative constructions appropriately and with some consistency;
❖BRE1.01 - demonstrate understanding of fiction and non-fiction texts designed or adapted for second language learners (e.g., by completing graphic organizers, participating in teacher-led discussions, retelling content, relating information to background knowledge and making a personal response);
❖BWR1.01 - write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters with teacher guidance;
❖BWR 2.01 - generate and organize ideas for writing using graphic organizers provided by the teacher (e.g., charts, webs, and timelines);
❖BWR2.02 - compose a first draft of a simple composition;
❖BWR2.03 - use simple word-processing software to compose and edit pieces of writing;
❖BWR2.04 - use simple graphic software to format and embellish pieces of writing;
❖BWR3.01 - compose a short paragraph containing simple and compound sentences;
❖BWR3.02 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;
❖BWR3.03 - use a variety of simple sentence patterns in their writing;
BWR3.05 - check spelling, using a variety of resources (e.g., learner dictionaries, word lists, spell checkers);
❖BWR3.06 - use capitals for proper nouns, commas to separate items in lists, and quotation marks in direct speech with some consistency;
BSC2.02 - ask questions of teachers and peers for clarification and to obtain information;
BSC2.03 - use their first language when appropriate to understand and communicate (e.g., request clarification; link new learning to background knowledge, use a bilingual dictionary).
Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- Have rulers, markers, coloured pencils, and paper available for the index pages.
- Photocopy a class set of Appendix A.
- Prepare a binder for the completed reports.
- Bring a three hole punch to class.
- Use the rubric in Appendix L to assess them. Avoid writing on students' work as it will be on display.

Materials Needed

- rulers, markers, coloured pencils
- coloured or white paper
- binder
- three-hole punch
- class set of Appendix A

Teaching/Learning Strategies

1. Students return to original groups from Activities 1 and 2. Give each student a blank copy of Appendix A. Groups complete Appendix A by sharing information about their research topics.
2. As a class make a board list of all the research topics. Categorize the topics under headings such as *Monsters, UFOs, Structures*, etc.

3. Reorganize class into the categories established above (i.e., students who wrote about monsters are now in a group together).
4. Each group makes an index page for the reports in its category. This page should include the heading, titles of articles, and authors. Students may decorate this page, as it will be included in the book.
5. Compile index pages and reports in a binder. Assess reports and display in a prominent place in the class.

Assessment/Evaluation Techniques

- Appendix A - formative
  BOR1.02 - assess for understanding of discussion
  BWR2.01 - assess for organization of information
- Final copy of report - summative
  Use Rubric - Appendix L to assess the following expectations:
  BWRV.02 - assess students ability to use the writing process
  BWRV.03 - assess for clarity, coherence and style (writing conventions)
  BRE1.01 - assess student work for understanding and ability to restate
  BWR1.01 - assess for correct report format
  BWR2.03 - assess for use of word processor
  BWR2.04 - assess for use of graphics
  BWR3.01 - assess for paragraph structure
  BWR3.02 - assess for periods, capitals and use of verb tenses
  BWR3.03 - assess for sentence structure

Accommodations

- Ask for volunteers to create a cover for the book

Appendix A

Solving Unsolved Mysteries

Look at the pictures you have been given. For each picture, fill in the chart below with a guess.

	Picture #	**Picture #**	**Picture #**	**Picture #**
What is this?				
Where might you find this?				
How did it get there?				
What is it made of?				
What does it do?				
What is its purpose?				
Who made this?				
What happened to it?				

Appendix B

Activity Centre Instructions

Centre One

Literary Mystery – "The Strange Orchid"

Materials

4 copies "The Strange Orchid" (*More Chills*, pp. 93-101)
4 copies of Appendix C – Chart Comparing Two Plants
Instruction Sheet

Procedure

Hour One

1. Take turns reading the story "The Strange Orchid".

2. Complete the activities on pp. 99-101.

Homework

Complete Appendix C – Chart Comparing Two Plants. Fill in the chart comparing two plants. Use the information from the story and your knowledge of any plant to complete this chart.

Hour Two

1. In your group, share and discuss your homework.

2. Individually write a letter on the following topic. Your letter must be submitted at the end of the class.
   You are Julia. Write a letter/e-mail to a friend who loves orchids. Use the information from your chart to describe the strange orchid. Warn your friend about this plant by telling him/her what happened to your boss. In your letter use at least five verbs in the past progressive.

3. Submit letters to the teacher.

Appendix B (Continued)

Activity Centre Instructions

Centre Two

Mini Mysteries – Whodunit!

Materials

4 copies of Appendices D, E, and F
Tape recorder and tape

Procedure

Hour One

1. As a group, choose one of the "Short Mysteries", (Appendix D – Short Mysteries) and read it together.

2. Complete Appendix E – Mystery Chart.

3. Repeat for the other three mysteries.

4. As a group, create a crime scene and a crime (example: crime scene – castle; crime – a missing ring)

5. Assign the following roles to each person in the group: detective, suspect 1, suspect 2, suspect 3

Homework

Detective: Decide what time the crime occurred. Create questions to ask the suspects. Use the past progressive in some of your questions. **Do not tell anyone the time that the crime occurred!!!**
Suspects: Use Appendix F – Alibi Chart to create your alibi for the day of the crime. Use the past progressive for some of your alibis.

Hour Two

1. The detective interviews the suspects to find out who is guilty. Record your interview on an audio tape.
   - The detective asks each suspect about where s/he was at different times during the day of the crime.
   - Suspects use their alibi charts to answer the detective's questions.
   - At the end of the interviews the detective determines who is the most likely suspect, based on the detective's knowledge of when the crime occurred and which suspect was alone at that time.
   - Accuse that person of the crime.

2. Submit your tape to the teacher

Appendix B (Continued)

Activity Centre Instructions

Centre Three

Centre Three – History: The Tunguska Fireball

Material

4 copies of the text *Thoughts and Notions*
4 copies of Appendix G –Outline of the Tunguska Fireball

Procedure

Hour One

1. Before reading *The Tunguska Fireball* (*Thoughts and Notions*), look at the pictures and answer the pre-reading questions on page 148.

2. Look at pp. 149-150 in the text and answer the following questions:
   a) Why are some words bolded?
   b) Why are some words bolded and underlined?
   c) Why are there small numbers on the left side of the text?
   d) Why are there pictures and words on the right side of the text?

3. Check your answers with the teacher or discuss your answers with your group.

4. Read the article and do the follow-up activities (pp. 149-153).

Homework
Complete the exercises.

Hour Two

1. Use information from the article to complete Appendix G – Outline of The Tunguska Fireball. Write the information in your own words, making point form notes. Do not copy directly from the article.

2. Write a journal entry based on the following statement:
   Last Saturday night, you were visiting a friend who lives in a remote area of northern Ontario. Suddenly it was as light as day.
   Describe what you were doing, what happened, what you did, and what you thought it was. In your journal, include at least five verbs in the past progressive.

Appendix B (Continued)

Activity Centre Instructions

Centre Four

Geography/History: Mapping Mysteries

Materials

4 copies of a world map outline
4 or 5 atlases
4 copies of Appendix H – Mysteries - When and Where
4 copies of Appendix I – Timeline
Markers or coloured pencils

Procedure

Hour One

Using the information in Appendix H: Mysteries - When and Where and an atlas, find the location of each mystery and place the number for that mystery at the correct location on your world map.

Homework

Complete the map.

Hour Two

1. Using the information in Appendix H – Mysteries- When and Where, place each mystery on Appendix I – Mystery Timeline.

2. Choose one of the situations below and complete a storyboard of what happens to you over a two-week period of time.
   Situations:
   a) You are abducted by aliens.
   b) You are locked in a pyramid.
   c) You are camping beside a lake and you sight a water or land monster.
   d) You are lost in the Bermuda Triangle.
   e) You have repeated sightings of a UFO.

3. Submit your storyboard to your teacher.

Appendix C

Comparing Plants

Choose a plant that you are familiar with. Use the chart below to compare your plant to the strange orchid in the story.

	The Strange Orchid	A Plant I am Familiar With
Smell		
Leaves		
Flower		
Vines		
What does it do?		
How does it do this?		

Appendix D

Short Mysteries

Short Mystery 1: The Missing Wallet

Mrs. Cook, the famous detective, was walking in the park when her granddaughter, Samantha, called her on her cell phone.

"Grandma," she cried, " my wallet has been stolen!"

"What?" Grandma Cook said, "When was it stolen?"

"About an hour ago." Samantha wailed, "I've been trying to find it. It had all my birthday money in it."

"Well, tell me about it." Grandma sighed. She had been looking forward to a peaceful fall day. She brushed the falling leaves off a park bench and sat down.

"I was playing basketball with three friends in the court near the school. My wallet was in my coat pocket. After a few shots, I took off my coat so I could play better. After the game, Mom drove by and took me shopping. I left my coat behind and when we came back an hour later my coat and wallet were there, but the money was missing."

"You took off your coat!" scolded Grandma, "It's cold out. Winter's coming."

"Grandma…."

"OK, Samantha. Did any of your friends need money for anything?" asked Grandma.

"They all did. They all needed money to go on the school trip next week."

"Do you know where your friends live?"

"Yes." Samantha answered.

"Let's go and visit them."

Here are the stories that each of Samantha's friends told Grandma about what they did after the basketball game.

Lucie: I went to the library to work on my science project.

Kate: I went into the school for extra math help.

Connie: I went home and helped my mother plant tomatoes.

****

Grandma Cook accused Connie of taking Samantha's money. Why did she suspect Connie?

Especially written for this ESLBO profile

Appendix D (Continued)

Short Mystery 2: The House Alarm Mystery

Barry Cliffcar was concerned about the safety of his home, so he called his good friend Detective Don Dupuis. Don was familiar with Barry's family and always wanted to know how they were doing.

"Well, generally, things are OK, but I do have a problem I need to discuss."

"Is something wrong with Carin or her business?

"Oh no. My wife is fine. In fact, she is on a business trip right now. She left on June 23rd. I guess she's been gone about a week."

"I hope everything is OK with Deanna. You know I think your daughter is wonderful."

"Deanna is fine, although I am a little worried about her school work. She has been having trouble in math this year. If she passes math, she will travel with her friends this summer, but if she fails this course she'll have to take summer school. We are waiting anxiously for her report card to arrive in the mail. That's not why I called you, however."

"What's the real problem?"

"Well, it's my new alarm system. It does all the usual things but it has one special feature. It automatically records the time and date whenever it is turned off. I didn't think this feature was important when we bought the alarm but now I am beginning to see why it is important."

"Tell me more about it," encouraged Dupuis.

"Most of the days during the week, my daughter comes home before me. She brings in the mail and sorts it, checks the phone messages and lets the dog outside. Since Carin went away I've been leaving work early, so I get home before Deanna and I do all those chores."

"Go on…"

"Well, for the past five days, I've noticed that the alarm has been turned off around noon. Each day, it was off for five minutes and then it was turned back on again. Since nothing was missing from the house, I didn't worry about it at first, but since it keeps happening, I am becoming more concerned."

"Are you sure that nothing is missing, Barry?"

"I'm certain. All our cameras, electronics and jewelry are untouched in the house. I can't understand who would want to sneak into our home each afternoon or why they would do this?"

"I think you had better talk to your daughter, Barry. She may have the answer to this question and she may also have something that you don't even know you are missing!"

****

Why does Don Dupuis suspect that Deanna is breaking into her own home? What does he think she has taken?

Especially written for this ESLBO profile

Appendix D (Continued)

Short Mystery 3: The Missing Coin

When Frances Sharoki was ten years old, her grandfather gave her a very rare coin. Ever since that day, eight years ago, Frances has enjoyed collecting coins. She reads coin catalogues and visits coin dealers to find out more about rare coins. Last weekend Frances and her mother attended a large coin convention. The convention, a meeting where many people come together to buy and sell coins, was held at a hotel in a city that was 500 km from her home.

It was late when Frances and her mother arrived at the hotel. After they checked in and got settled in their rooms, Frances went downstairs to see if any of the coin collectors' displays were set up. As soon as she got off the elevator she realized that she had forgotten her entrance pass in her room so she used the free courtesy phone in the lobby to call her mother. "Mom," she said, "I'm calling from the lobby. I forgot my entrance pass to the convention. Could you bring it down, please?"

"Sure," her mother answered. "I'll be right down."

Just as Frances hung up the phone, the hotel's alarm went off. There was a lot of noise and activity at one of the coin dealer's tables. The dealer was waving his arms and yelling, "I've been robbed. Someone has taken a very rare twenty-five cent coin from my display!" Frances looked around. There were only a few other people in that part of the hotel. There were two coin dealers who were setting up their tables and two other hotel guests.

The hotel manager asked everyone to stay in the lobby until the police arrived. He felt they were all suspects. Frances knew she was innocent so she sat calmly in a chair and waited for her mother to arrive. The two coin dealers were busy checking their displays to make sure nothing else was missing. One guest also sat down in a chair and began to look through his coin catalogue. The second guest said, "I had better call my wife in our room upstairs and let her know that I will be delayed." He then went over to the pay phone to make his call.

****

When the police arrived, they questioned everyone who had been in the lobby. In the end they arrested the second guest. Why did they suspect this man?

Especially written for this ESLBO profile

Appendix D (Continued)

Short Mystery 4: Dazzled By Diamonds

Joel Leung owns "Exotic Diamonds," a jewelry store known for selling excellent quality diamonds at a great price. Two stores away from "Exotic Diamonds" is "Exclusive Diamonds," another great jewelry store owned by Joel's rival, Kevin Chen. The two men compete with each other in a friendly way.

One afternoon as Kevin was examining a shipment of diamonds he had just bought, he said to his assistant, Melanie, "Aren't these diamonds beautiful? They were expensive but I couldn't resist them."

"They are cut so exquisitely!" Melanie replied as she picked one up and examined it. "They are worth what you paid for them, and more."

"I wonder where Joel gets his diamonds. They are also of very high quality and yet he can sell them at such a low price," Kevin said. Just then the telephone rang. It was Kevin's wife reminding him that he had to be home in half an hour because they had an appointment at their son's school. Because he was in hurry, Kevin decided to lock the diamonds in his cash register instead of putting them into the display cabinet. He felt safe doing this because the cash register had a special alarm system which was connected directly to the police station. Just as he put the jewelry away, Joel walked in. Kevin couldn't resist showing him the beautiful diamonds so he entered the cash register's alarm code with both Joel and Melanie watching.

"These are gorgeous!" Joel exclaimed, "I've never seen diamonds of such high quality."

Kevin felt pleased. Perhaps his jewels were more expensive than Joel's but they were of excellent quality. As Kevin put the diamonds back into the cash register, Joel and Melanie left. The last thing Kevin did before he closed his store was turn on his new, very sensitive motion detector which he had installed only two days before.

****

The next morning, the diamonds were gone. The police arrested Melanie. Why?

Especially written for this ESLBO profile

Short Mystery Solutions

Mystery 1: The Missing Wallet
Grandma Cook knew that Connie was lying because it was autumn and people plant tomatoes in the spring not in the autumn.

Mystery 2: The House Alarm Mystery
Detective Dupuis suspects that Deanna comes home at lunch time to check the mail for her report card.

Mystery 3: The Missing Coin
There were free phones in the hotel for hotel guests to call their rooms, yet the second guest used the pay phone. The second guest used the coin he had stolen to make his phone call so that the police would not find it on him when they searched him. When the police checked the pay phone, they found the missing coin.

Mystery 4:Dazzled by Diamonds
The police arrested Melanie because Melanie knew the code for the motion detector as well as the cash register. Since no alarms went off, the thief must have known both alarm codes.

Appendix E

Short Mystery Chart

Read the short mysteries from Appendix D and fill in this chart for each one. You may not find an answer for each section in every mystery.

Title				
Detective				
Scene				
Crime				
Victim				
Suspects				
Solution/Motive - who? - why?				
Clue which helps find the solution - weather - time - actions - seasons etc.				

Appendix F

Alibi Chart

Each suspect fills in one alibi chart and keeps it secret from the detective. Use your imagination and the past progressive.

Suspect 1

Time	Alibi
7 a.m. – 9 a.m.	
9 a.m. – 11 a.m.	Between nine and eleven am, I was doing my homework. I didn't have any phone calls or visitors.
11 a.m. – 1 p.m.	
1 p.m. – 3 p.m.	
3 p.m. – 5 p.m.	
5 p.m. – 7 p.m.	
7 p.m. – 9 p.m.	I was watching a movie on television. It was so interesting that I didn't even answer the telephone.
9 p.m. – 11 p.m.	
11 p.m. – 7 a.m.	

Suspect 2

Time	Alibi
7 a.m. – 9 a.m.	I was doing my laundry and cleaning my house. I didn't see or speak to anyone.
9 a.m. – 11 a.m.	
11 a.m. – 1 p.m.	
1 p.m. – 3 p.m.	I was reading an English book in my bedroom. I was home alone and no one called or visited.
3 p.m. – 5 p.m.	
5 p.m. – 7 p.m.	
7 p.m. – 9 p.m.	
9 p.m. – 11 p.m.	
11 p.m. – 7 a.m.	

Appendix F (Continued)

Alibi Chart (p. 2)

Suspect 3

Time	Alibi
7 a.m. – 9 a.m.	
9 a.m. – 11 a.m.	
11 a.m. – 1 p.m.	I was riding my bike around the city.
1 p.m. – 3 p.m.	
3 p.m. – 5 p.m.	
5 p.m. – 7 p.m.	I was so tired when I got home, I fell asleep in front of the TV I was sleeping so soundly that I didn't hear anything until 7:15 when the phone rang.
7 p.m. – 9 p.m.	
9 p.m. – 11 p.m.	
11 p.m. – 7 a.m.	

Suspect 4

Time	Alibi
7 a.m. – 9 a.m.	
9 a.m. – 11 a.m.	
11 a.m. – 1 p.m.	
1 p.m. – 3 p.m.	
3 p.m. – 5 p.m.	I was listening to music in my bedroom.
5 p.m. – 7 p.m.	
7 p.m. – 9 p.m.	
9 p.m. – 11 p.m.	I was practising my guitar for a very important audition on Monday. I was wearing my earplugs.
11 p.m. – 7 a.m.	

Appendix G

Outline of "The Tunguska Fireball"

Use information from the article "The Tunguska Fireball" to fill in the following outline:

1. What is a meteor is
   a)
   b)
   c)

2. What is a meteorite is
   a)
   b)

3. Craters caused by meteorites
   a)
   b)
   c)
   d)

4. Tunguska – June 30, 1908
   a)
   b)
   c)

5. Scientists discoveries - 1928
   a)
   b)
   c)

6. Theories for explosion
   a)
   b)
   c)
   d)
   e)

Appendix H

Mysteries – When And Where

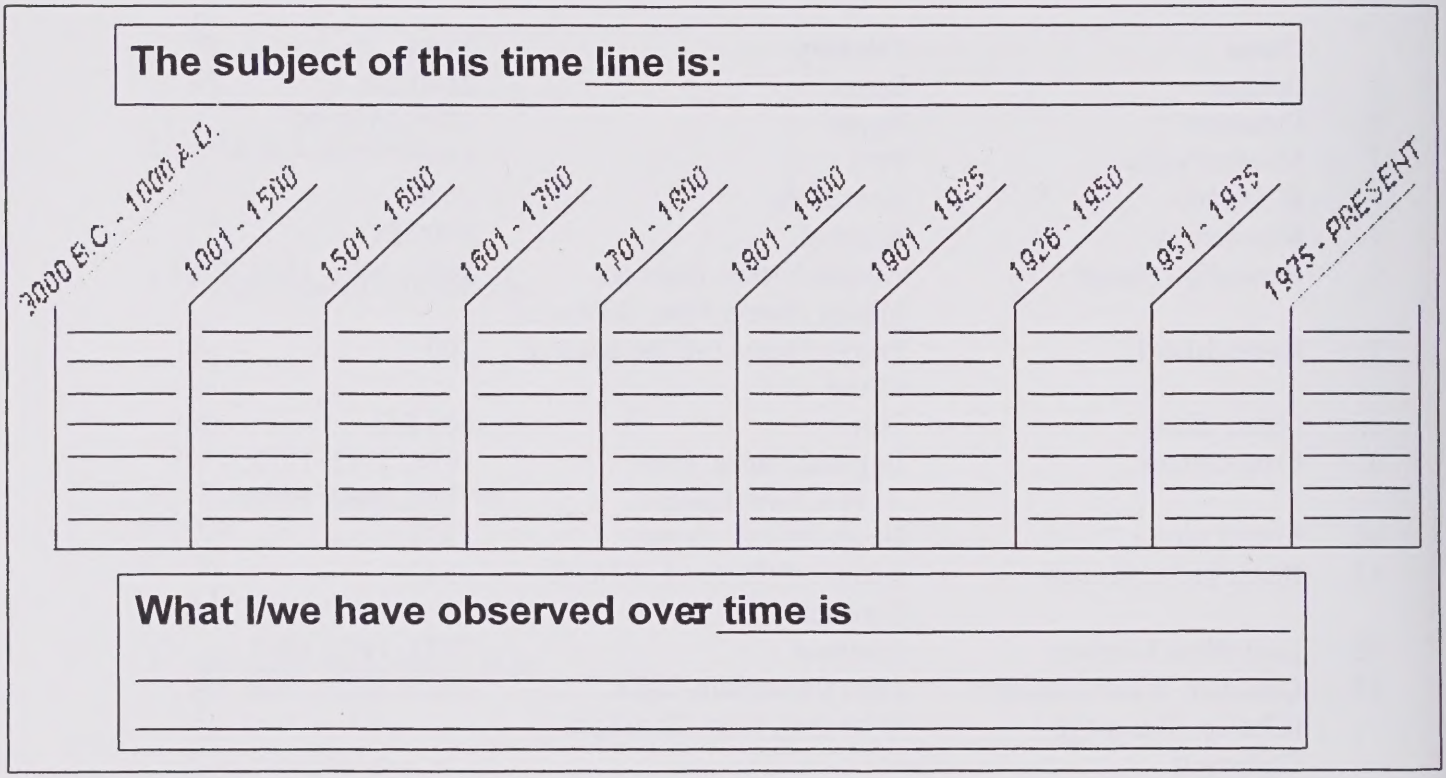
a) Using an atlas find the location of each following mysteries.
b) Place the number of the mystery in the correct place on the world map.
c) Place the name of the mystery at the correct time on the timeline (Appendix I).

	Name	Country	Time
1.	Sphinx	Egypt	2530 BC
2.	Pyramids	Egypt	2575-2550 BC
3.	Machu Picchu	Peru	1532
4.	El Dorado	Venezuela	1536
5.	Stonehenge	England	3000 BC
6.	Bermuda Triangle	Atlantic Ocean (between Miami, Puerto Rico, Bermuda)	1880, 1954, 1967, 1984
7.	Easter Island	Pacific Ocean (off the coast of Chile)	300
8.	Nazca Lines	Peru	500 BC
9.	Crop Circles	England, Japan, USA Russia, New Zealand,	1980, 1981, 1978, 1987 1988, 1989, 1990
10.	Mary Celeste	North Atlantic Ocean	1872
11.	Roanoke Settlement	Island off the coast of North Carolina	1587
12.	Loch Ness Monster	Scotland	1933, 1975, 1977
13.	Canadian Water Monsters (Champ, Manipogo, Ogopogo)	Lake Champlain, Lake Winnipeg, Lake Okanagan	1609, 1920, 1960, 1977
14.	Yeti	Tibet (Himalayan Mts.)	1951, 1975
15.	Bigfoot (Sasquatch)	West coast of North America,	1811, 1924, 1967, 1995
16.	UFOs	Scotland, England, USA Italy	1955 1982 1947, 1952 1954
17.	Tunguska	Siberia	1908
18.	Amelia Earhart	between New Guinea and Hawaii	1937

Appendix I

Timeline

Fill in each section of the timeline below with the names of the mysteries that occurred during this period.



Adapted from Ages 12 Through 15 - Years of Trasition

Appendix J

Teacher Checklist For Activity Centres

Name	Centre 1 Ex-cercises	Centre 1 Chart	Centre 1 Letter	Centre 2 Mystery Chart	Centre 2 Alibi Chart	Centre 2 Mystery Tape	Centre 3 Ex-cercises	Centre 3 Out-line	Centre 3 Journal	Centre 4 Map	Centre 4 Time-line	Centre 4 Story-board

Appendix K

Research Project Assignment on the Unknown

You are going to research and write a report about an unexplained phenomenon. Choose a mystery that you are familiar with from your culture or home country, or from the list in Appendix H. You must get teacher approval for your topic before you begin.

Headings for Research

What is the mystery?
When did it occur? (There may be more than one date.)
Where did it occur? (There may be more than one place.)
How is it explained? (Try to include more than one explanation.)
Add at least two more headings that relate to your topic.

Steps to Follow

1. Choose a mysterious phenomenon to research. Your report will be included in a class book on "The Unknown".

2. Find several resources for your topic. You must use at least one print resource and one electronic resource. You may also include magazine articles, informational videos, etc. Keep a list of the resources that you use.

   Due Date _____
   Comment _____ Completed ❑

3. Take point form notes under your headings. Due Date _____

   Completed ❑
   Comment _____

4. Write a rough draft of your report. Use headings, sentences and paragraphs in your report. Due Date _____

   Completed ❑
   Comment _____

5. Create a visual which helps explain the mystery that you have chosen. Due Date _____

   Completed ❑
   Comment _____

6. With a partner, edit your rough draft. Due Date _____

   Completed ❑
   Comment _____

7. Prepare a final copy of your report. Word process your report. Due Date _____

   Completed ❑
   Comment _____

Appendix L

Rubric for a Report

Achievement Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding • Knows the structure of a report BWR1.01	- demonstrates limited knowledge of report format	- demonstrates some knowledge of report format	- demonstrates considerable knowledge of report format	- demonstrates thorough knowledge of format
Thinking/Inquiry • Choice of information BRE1.01	- information lacks detail	- adequate information, but could show more detail	- information shows considerable amount of detail	- extensive, detailed information
• Relates supporting information under headings BWR 1.01	- very little information relates to headings	- some information relates to headings	- most information relates to headings	- all information relates to headings
Communication • Communicates clearly and fluently BWRV.03	- writes with limited clarity/ coherence/style	- writes with some clarity/ coherence/style	- writes with considerable clarity/ coherence/style	- writes with thorough clarity/ coherence/style
• Uses word processing and graphic software BWR2.03, BWR 2.04	- limited use of word processing and graphic software	- uses word processing and graphic software	- very effective use of word processing and graphic software	- outstanding use of word processing and graphic software

Appendix L (Continued)

Application • Changes point form notes into sentences BWR3.03	- attempts sentence structure	- satisfactory sentence structure	- effective sentence structure	- outstanding sentence structure
• Uses paragraph structure (topic sentence, relating points and concluding sentence) BWR3.01	- attempts paragraph structure	- satisfactory paragraph structure	- effective paragraph structure	- outstanding paragraph structure
• Rephrases information BRE1.01	- attempts to restate information in their own words; some copying	- satisfactory restatement of information in own words	- effective restatment of information in own words	- outstanding restatement of information
• Applies the writing process BWRV.02	- little evidence of editing	- some evidence of editing	- evidence of improvements through editing	- excellent improvements through editing
• Uses end punctuation and capitals accurately BWR3.02	-limited accuracy in the use of punctuation and capitals	- emerging accuracy in the use of punctuation and capitals	- accurate use of punctuation and capitals	- consistently accurate in the use of punctuation and capitals
• Applies knowledge of verb tenses and third person singular BWR3.02	- limited accuracy in the use of verb tenses and third person singular	- emerging accuracy in the use of verb tenses and third person singular	- accurate use of verb tenses and third person singular	- consistently accurate in the use of verb tenses and third person singular

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix M

Individual Student Project - Mysteries In The News

Throughout this unit you are going to be scanning the newspaper to find mysteries that are occurring in the world around you. You may find five different mysteries or find one mystery and follow it for five days.

Due Date: _____

Materials

- Newspapers
- Scissors
- Glue
- Coloured pens
- Journal

Steps to follow

1. Scan the headlines and pictures in the newspaper.

2. Look for stories about mysteries. For example:
   - "Lovebug" Strikes Again
   - Unknown Illness Seriously Affects Residents of Seniors' Home
   - Two Million Dollars Missing From Bank
   - Shipwreck Found on Shores of Georgian Bay

3. Cut out the headline and/or picture and the lead (first) paragraph of your story.

4. Paste it onto a piece of paper or into a journal. Above the headline write the date and the name of the newspaper.

5. Write three "wh" questions about your headline.

6. Answer your questions with possible solutions to the mysteries.

7. Repeat these steps for four more articles.

Unit 5: Teen Culture

Time: 25 hours

Unit Description

This unit on teen culture integrates the language and skills developed in the preceding units. Students explore aspects of teen culture such as peer pressure, consumerism, violence prevention, and strategies for conflict resolution. The final product, a group "Teen-zine" (magazine), will include reports, reviews, interviews, letters, and surveys.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: BORV.01, BORV.02, BORV.04, BORV.05, BORV.06; BREV.01, BREV.02, BREV.04; BWRV.01, BWRV.02, BWRV.03; BSCV.01, BSCV.03, BSCV.04.
Specific Expectations: BOR1.01, 1.03, 1.04, 1.06, 1.07, 1.08, 2.04, 3.01, 3.02, 3.03, 4.01, BRE1.01, 1.02, 1.03, 3.01, 3.03, 3.04, 3.05, 3.06; BWR1.01, 2.01, 2.02, 2.03, 2.04, 3.01, 3.02, 3.03, 3.05, 3.06; BSC1.03, 1.05, 2.02, 2.03, 2.04, 2.05.

Activity Titles (Time + Sequence)

Activity 1	All About Me	180 minutes
Activity 2	What About Friends?	240 minutes
Activity 3	Making Choices	300 minutes
Activity 4	Positive Solutions	420 minutes
Activity 5	Working Together	240 minutes
Activity 6	Feature Page	120 minutes

Unit Planning Notes

- By the time students reach this unit, they will have practised the skills required for writing reports, student journals, and letters, and completing surveys. It builds upon skills introduced in ESLAO and ESLBO. Students consolidate these skills and write "articles" for the final product as well as interview peers in class and people outside the classroom. They participate in a culminating project, a Teen-zine, which includes many of the assignments in the activities.
- The theme of the unit, Teen Culture, is an exploration by newcomer teens of the experience of living between cultures. The unifying theme in each activity is the experience of the students as they adjust and settle into Canadian culture. Students are encouraged to brainstorm issues of relevance for teens - in particular, the topics of self-esteem, friendship, making choices, resolving conflicts, and working together. These are the issues explored in this unit.
- The assignments for each activity are evaluated as they are completed and then added to a portfolio which is maintained throughout the unit. Students may wish to design a magazine cover for the portfolio. Portfolios contain the following items:
  Activity 1: Five ways to build your self-esteem
  Activity 2: True/False Questionnaire and reflection
  Activity 3: Cool Career Profile and education plan
  Activity 4: Conflict Resolution Chart and a letter of advice
  Activity 5: Questions for Volunteer interview and report of interview

- The final activity is the creation of a teen-zine by each group of four or five students. Each person includes at least one article from their portfolio in the teen-zine. As part of the writing and editing process, students peer edit their work.
- Teachers may wish to use this completed portfolio as part of the 30% summative evaluation of the course. A Table of Contents (with a portfolio checklist, Appendix L) is included for students to help in organizing their portfolio.
- Make arrangements for the class to have access to computers to use the software program *Choices* and to create surveys, graphs, letters, and reports for the teen-zine. The software program *Choices* is used in many schools. It contains a questionnaire where students can learn more about their skills. It has two levels of English language usage from which students may choose.
- Assemble in advance print resources on career materials.
- Collect copies of the Ministry Publication of *Summer Experience Program* (Student Services).
- Check with Student Services for the annual publications of *Ontario Prospects and Canada Prospects* (facilitator's guide available). If not available in Student Services, order by Fax (613) 230-7681 and include your name, address and quantity required or place an order through the web site at http://www.careerccc.org.
- Contact the school co-ordinator of community services (if available in your school) to arrange for students to interview volunteers.
- For Activity 5, teachers may order copies of *Volunteering Works* by contacting Volunteer Canada at 1-800-670-0401 or visiting the web site at www.volunteer.ca. Posters, a youth booklet, a facilitator's guide, and a parent's guide are available.
- Several of the activities require students to write and discuss personal experiences. Students should be assured that they are not expected to disclose any information they are not comfortable sharing.
- Web Awareness - Warning! An innocent search for teen magazines can produce thousands of sites, many of which may contain inappropriate and offensive material. There is a web awareness site, which may be useful to visit in order to raise awareness regarding this issue. The address is www.webawareness.org.

Prior Knowledge Required

- composes and asks questions
- writes short paragraphs
- completes charts and constructs Venn diagrams
- uses and identifies simple past tense forms/present and past continuous forms
- uses more complex sentence patterns and writes short paragraphs
- identifies and uses common verb tenses
- writes letters

Teaching Learning Strategies

- Class brainstorming, modelled writing, co-operative learning groups, graphic organizers, information gap activities, journal writing, research on magazines and media, viewing a video, multiple choice, webbing, song analysis, paragraph writing, surveys, grammar exercises, understanding and completing simple questionnaires, jigsaw reading, sharing cultures, library research through print and software materials, student-created magazine, Internet connections with key pals.

Assessment and Evaluation

Activity	Type	Tool	Categories
Activity 1	Summative	Self-Esteem Boosters	Knowledge, Communication, Application, Thinking
	Summative	Dialogues	Application, Thinking
Activity 2	Summative	True/False questionnaire	Knowledge, Communication Thinking, Application
		Your reflection	Thinking, Communication
Activity 3	Summative	Cool Career Profile	Knowledge, Communication, Thinking, Application
		Practice Education Plan	Knowledge, Communication, Thinking, Application
Activity 4	Summative	Dialogue/Role Play	Knowledge, Communication Thinking, Application
		Letter of Advice	Knowledge, Communication Thinking, Application
Activity 5	Summative	Report Writing	Knowledge, Communication Thinking, Application
Activity 6	Summative	Rubric for Portfolio	Knowledge, Communication Thinking, Application
		Assessment of Presentation	Knowledge, Communication Thinking, Application

Resources

Government Resources

Federal Resources

Canada Prospects, Canada Career Consortium: Canada's guide to Career Planning (This publication is a newspaper format which describes the world of work and how it's changing. It contains articles on careers, sample resumes, recruiting strategies. Facilitators guide is available). If not available in Student Services, order by Fax (613) 230-7681 and include your name, address, and quantity required or place an order through the Web site at http://www.careerccc.org.

The Edge, Human Resources Development Canada: Call toll free @ 1-888-533-5683. There is a facilitator's guide. This magazine is a model used in the activities.

Volunteering Works Volunteer Canada, 430 Gilmour Street, Ottawa, On., K2P OR8 or by phone 1-800-670-0401. This useful publication provides a booklet, a parent's guide, a facilitator's guide, and posters. There is an interactive web site. Volunteer Canada is the national center for volunteers, associated with four provincial centers and 86 local volunteer centers throughout the country.

Multimedia Kit: *Destination Canada* N.B. To order, call 1-800-267-7710. This kit contains two video cassettes, *Land of Hope Part 1 and 2*, two bilingual CD ROMs, a teacher's guide and a class set of magazines entitled: *New Friends*. ($125.00 + shipping and handling $3.50 + taxes.) This multimedia package explains the Canadian Immigration Program and the responsibilities of citizenship. The video features seven stories of Canadian immigrants.

Provincial Resources

Ontario Prospects, *Ontario's guide to Career Planning* is also available through Student Services. It is designed for those interested in information about making career and life decisions. Contains up-to-date articles about career planning, quizzes and exercises, career profiles for the new economy

Summer's Coming - Guide to Summer Work and Learning (Available through Student Services, published each spring)

Texts

Azar, Betty. *Fundamentals of English Grammar, 2nd edition*. Toronto: Prentice Hall Allyn and Bacon, 1992.

Berish, Lynda and Sandra Thibaudeau. *Grammar Connections 1 and 2*. Toronto: Prentice Hall Allyn and Bacon, 1995.

Berish, L. and S. Thibaudeau. *Canadian Concepts 3.* Toronto: Prentice Hall, 1992.

Carver, T.K., S.D. Fotinos, and C. Cooper. *A Canadian Conversation Book: Book One*. Toronto: Prentice Hall, 1993.

Engkent, Lucia Pietrusiak and K.P. Bardy. *Take Part Second Edition.* Toronto: Prentice Hall, 1992.

O'Malley, J. Michael and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers.* Addison Wesley, 1996.

Pogue, Lynda. *Ages 12 Through 15 The Years of Transition.* Ontario Public School Teachers' Federation, Mississauga: OPSTF, 1996.
A photocopiable resource booklet containing graphic organizers.

Porter, J. *New Canadian Voices.* Toronto: Wall & Emerson, Inc., 1991.

Porter, J. *Voices Past and Present.* Toronto: Wall & Emerson, Inc., 2000.

Strom, Yael. *Quilted Landscape.* New York: Simon & Shuster Books for Young Readers, 1996.
A useful book, rich with stories of young people caught between cultures and languages.

Web Sites

Volunteering Works .Volunteer Canada, 430 Gilmour Street, Ottawa, ON, K2P 0R8 or by phone 1-800-670-0401. www.volunteer.ca

Software

Choices. A computer program designed to assist students in making career decisions through a series of multiple-choice questions. This may be available in Student Services or in the computer lab of the school. There are two levels to choose from, standard and simplified English.

Activity 1: All About Me

Time: 180 minutes

Description

Students complete a self-esteem inventory and reflect on their responses. In small groups, students brainstorm ideas to encourage good self-esteem. Using the inventory, students compile a list of key words to build vocabulary. The self-esteem boosters done on chart paper and copied in student portfolios form one section of the Teen-zine. Students create a dialogue, which is evaluated as an oral presentation. This is stored in the student's portfolio.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations

❖BORV.01 - participate in conversations on familiar topics in some social situations;
BORV.04 - communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency;
BREV.01 - respond to a range of short fiction and non-fiction texts, using a variety of strategies;
BREV.04 - read texts with familiar content or vocabulary using a variety of reading strategies;
❖BWRV.01 - write in a variety of forms;
BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work.

Specific Expectations

❖BOR1.06 - use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions;
❖BOR2.04 - use common tenses, adjectives, adverbs, conjunctions, prepositions, common idioms, some two-word verbs, and some interrogative and negative constructions; appropriately and with some consistency;
❖BRE1.01 - demonstrate understanding of fiction and non-fiction texts designed or adapted for second-language learners (e.g., by discussions, retelling content, relating information to background knowledge, and making a personal response);
BRE3.01 - extract information from specific features of text (e.g., headings, margin notes, glossaries, charts, diagrams, photos);
❖BWR1.01 - write short journal entries, notes, dialogues, narrative, autobiographies, reports, personal responses, and letters, with teacher guidance;
❖BWR3.05 - check spelling, using a variety of resources (e.g., learner dictionaries, word lists, and spell checker);
BWR3.06 - use capitals for proper nouns, commas to separate items in a list, and quotation marks for direct speech, with some consistency.

Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- This activity introduces the unit beginning with students discussing the experience of living between cultures.
- Have available file folders for each student to use for a portfolio.
- Make sufficient copies of the Table of Contents (Appendix L) to give to students to help facilitate the organization of the portfolio.
- Students complete a self-esteem inventory which will be used for the teen-zine.

- For the accommodations, assemble a collection of magazines, newspapers, pictures, etc. for students to use in making collages.
- Photocopy Appendix A – The Self-Esteem Inventory, for each student in the class.
- Appendix B provides examples for teachers of self-esteem boosters.
- Choose a reading in Finding Myself, p. 36 in *New Canadian Voices* or choose another reading in which the issue of being yourself is esteemed.
- Keep samples of the teen-zine as exemplars.

Materials Needed

- chart paper and markers
- magazines and newspapers for accommodations
- Appendices A and L

Prior Knowledge Required

- knowledge of simple past tense
- ability to read and answer a variety of questions, complete sentence fragments, answer multiple-choice questions
- familiarity with adverbs of frequency

Teaching/ Learning Strategies

1. Introduce the unit and activity by telling students they will be creating a Teen magazine, called a teen-zine, which addresses the culture of newcomer teens. Each activity focuses on a particular issue connected to the topic of teenagers growing up and living between cultures. For each activity they produce an assignment which will be stored in a portfolio. Students add to their portfolio throughout the unit.
2. Brainstorm with students issues of interest to teens. An easy way to organize the brainstorming is to use a Web Diagram with TEENS in the centre circle and branch out from there. Once the topics have been explored, in particular, self-esteem, friendship, etc., introduce the self-esteem inventory (Appendix A) and have students answer the questions. This personal inventory is a springboard to more general topics in the upcoming activities. Part of the discussion might include the following: *What is important to you as a teen? What do you think is important to Canadian teenager?, and What is important to teens in your country of origin.*
3. Have students share their responses with a partner in order to provide opportunities to share and have additional practice for speaking.
4. Lead a class discussion on self-esteem. Brainstorm what actions and thoughts promote positive self-esteem using the students' lists and the suggestions in Appendix B. Have the students choose the suggestions they like best and copy them in their notebooks, adding one or two of their own suggestions. Remind students to copy and carefully check their spelling. Explain to students that the self-esteem boosters will be a part of the final teen-zine.
5. In the text *New Canadian Voices*, have the students read silently the entry enttled *Finding Myself*, page 36. It is a journal writing about a young man reflecting on the changes in his life brought about by living in a new country.
6. After reading the story and discussing it in class, have students explain what Joseph means by saying, "I decided to try to be myself." Model how to set up a dialogue where one friend is giving advice to another. Have students then write a dialogue stressing the importance of "being yourself." Students perform the dialogue.

Assessment/Evaluation Techniques

- Assess Self-Esteem Booster List. Check spelling and use of varied vocabulary (summative). BWR1.01 BWR3.05
- Evaluate dialogue, with attention to form (summative). BORV.01; BOR1.06, 2.04 BRE1.01, BWR1.01

Accommodations

- Use pictures and vocabulary sheets from texts such as *The New Oxford Picture Dictionary or Longmans Picture Dictionary.*
- Tape record *Finding Myself* and place in the class listening centre.
- Students may write a letter of advice and present it as an enrichment activity.
- If the self-esteem inventory is too challenging, use an assortment of magazines, newspapers, drawings, and construction paper. Students create a collage of words and pictures that they feel best represents themselves and their abilities. Display finished work. Students try to guess who did which collage. These may also form part of the teen-zine.
- Use pictures of people talking to stimulate creation of dialogues. Ask students to decide what the topic is and what advice is being given.

Resources

Porter, Jessie, ed. *New Canadian Voices.* Toronto: Wall and Emerson, Inc., 1991.

Activity 2: What About Friends

Time: 240 minutes

Description

In this activity students move from the specific - looking at self-esteem, to the general - exploring ideas about and kinds of friendships. Students become familiar with the creation of and application of True/False questionnaires. They develop and demonstrate an understanding of questionnaires while compiling their own true/false type questionnaire about friends. The questionnaire forms part of the final product in the teen-zine.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations

BORV.01 - participate in conversations on familiar topics in some social situations;
BORV.04 - communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency;
BWRV.01 - write in a variety of forms;
BWRV.02 - use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities;
❖BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work;
BSCV.01 - demonstrate understanding of and respect for the wide variety of cultures and languages in Canada.

Specific Expectations
BOR1.03 - listen to others and stay on topic ingroup discussions;
❖BOR1.06 - use short sentences and phrases to tell stories, recount events, provide directions or instructions and give opinions;
BOR2.04 - use common tenses, adjectives, adverbs, conjunctions, prepositions, common idioms, some two-word verbs, and some interrogative and negative constructions appropriately and with some consistency;
❖BRE1.01 - demonstrate understanding of fiction and non-fiction texts designed or adapted for second language learners (e.g., by completing graphic organizers, participating in teacher-led discussions, retelling content, relating information to background knowledge, and making a personal response);
❖BRE3.03 - state the main idea of individual passages that contain familiar vocabulary;
❖BWR1.01 - write short journal entries, notes, dialogues, narrative, autobiographies, reports, personal responses, and letters, with teacher guidance;
BWR3.02 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;
❖BWR3.05 - check spelling, using a variety of resources (e.g., learner dictionaries, word lists, and spell checkers;
❖BWR3.06 - use capitals for proper nouns, commas to separate items in list, and quotation marks for direct speech, with some consistency;
BSC2.02 - ask questions of teachers and peers for clarification and to obtain information.
Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- Refer to *New Canadian Voices*, pp. 39-52, a chapter devoted to "Making Friends." These readings may be used as a jigsaw activity. The stories describe how difficult it can be to make close friends in a new environment.
- Provide a template for true/false type of statements (Appendix C).

Prior Knowledge Required

- understands the present tense
- constructs question forms
- knows true/false format
- can make a Venn diagram

Teaching/Learning Strategies

1. Pairs of students share information about themselves such as their personalities, interests, likes, dislikes, and goals. Each pair uses this information to create a Venn diagram to show their similarities and differences. They then share that information with another student pair.
2. Students discuss the qualities of friendship that are important to them and compose a list with a partner. Ask, "*Think of a friend you have or have had. What qualities does, or did, your friend possess? What makes a "good friend?*" The title of the list could be, "*What do you look for in a friend?*" and might include qualities such as a sense of humor, intelligence, warmth, loyalty, independence (i.e., your friend is not too dependent on you), honesty, similar religious beliefs, similar educational background, similar cultural background, etc.
3. Students then build a true/false type questionnaire entitled "*How well do you know me*?". Students will ask their friend to respond ot the questionaire. See Appendix C for suggestions on statements to include. Encourage students to think of their own statements and to edit each other's work (look at vocabulary, spelling and punctuation) while working in pairs. "A" answers questions about "B" and

vice versa. Ask them to record in their journals one thing they learned about their friend and one thing they learned about themselves.

4. Students choose ten of their statements. Have students place these in their portfolio along with their reflection from their journal.
5. Organize the class into groups and assign each group a different story about making friends from *New Canadian Voices*, pp. 39-52. As the expert of that story they will then move to a new group where each member will tell their story in jigsaw fashion. In the reading students learn about different opinions regarding friendship and how friends are made.
6. On pp. 49-50 there are questions referring to the stories. Students complete these in their notebooks.
7. Students do a reflection in their journal on the readings.

Assessment/Evaluation Techniques

- Evaluate True/False Questionnaire and the reflection. BWR1.01, BWR3.05 BWR3.06

Accommodations

- Use the word processor to compose the questionnaire.
- Review Venn diagrams
- Use proverbs and quotations on the theme of friendship and present them to the class. For example:

  A good friend never offends,
  Make new friends and keep the old; one is silver, the other is gold.
- Provide students with a checklist where they check off five qualities they believe are important in a friend.
- Have students tape record one or two of the stories and place them in the listening centre.

Resources

Porter, J. *New Canadian Voices.* Toronto: Wall & Emerson, Inc., 1991.

Activity 3: Making Choices

Time: 300 minutes

Description

Students explore their options regarding course selections and career choices and examine their goals. They explore career options, write a profile of a career that interests them, and present it to the class. This profile will form part of the teen-zine. They complete a Practice Education Plan for that career.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations

BORV.06 - demonstrate comprehension of key information from media works;
BREV.01 - respond to a range of short fiction and non-fiction texts, using a variety of strategies;
BREV.04 - read texts with familiar content or vocabulary using a variety of reading strategies;
BSCV.04 - demonstrate adaptation to school norms, key teacher expectations and classroom routines.

Specific Expectations

BOR1.01 - maintain face-to-face conversations on familiar topics;
BOR1.07 - use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories, and stating opinions;

BOR1.08 - use the customary stress and intonation patterns of English speech to emphasize meaning or to express feelings (e.g., add emphasis to certain words, use intonation to express surprise);
BOR2.04 - use common tenses, adjectives, adverbs, conjunctions, prepositions, common idioms, some two-word verbs, and some interrogative and negative constructions appropriately and with some consistency;
B0R4.01 - view, read, and listen to media works to obtain information and complete assigned tasks (e.g., school announcements, television and radio news, newspaper advertisements, short geography documentaries on Canada, CD-ROMs, online databases with information on and images of Canada);
❖BRE1.01 - demonstrate understanding of fiction and non-fiction texts designed or adapted for second language learners (e.g., by completing graphic organizers, participating in teacher-led discussions, retelling content, relating information to background knowledge, and making a personal response);
❖BRE1.03 - use classroom, school, and local libraries to find reading materials for study and personal enjoyment;
❖BRE3.01 - extract information from specific features of text (e.g., headings, margin notes, glossaries, charts, diagrams, photos);
BRE3.05 - scan text with familiar vocabulary or content for specific information (e.g., locate key information in a mathematics problem expressed in narrative form);
❖BWR1.01 - write short journal entries, notes, dialogues, narrative, autobiographies, reports, personal responses, and letters, with teacher guidance;
❖BWR2.01 - generate and organize ideas for writing using graphic organizers provided by the teacher (e.g., charts, webs, and timelines);
BSC2.02 - ask questions of teachers and peer for clarification and to obtain information;
BSC2.04 - use school and community resources to support classroom learning (e.g., libraries, computers, tutoring programs, study rooms).
Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- Arrange for access to the computer lab and for a copy of the program *Choices*. If this is not available at the home school then a field trip may be arranged to a Career Counselling Centre in your school board or community.
- Obtain a class set of *The Edge* and a copy of the facilitator's guide for the teacher. See "Cool Career Profile" in *The Edge*. *The Edge* also serves as an example of one type of a Teen Magazine.
- Make sufficient copies of Appendix E – Cool Career Profile Chart and Appendix F – Practice Education Plan.
- *Canadian Concepts 3*, (pp. 33-39), and *A Canadian Conversation Book One*, (pp. 106-120), contain activities for students to help develop vocabulary, and provide short readings about the workforce with comprehension questions.
- Exercises in using modals may be found in Azar's *Fundamentals of English Grammar*.
- Collect materials for students to use in researching information for the "Cool Career" Profile. *Canada Prospect* and *Ontario Prospects, Ontario's Guide to Career Planning*, and various career materials are available through the Student Services office.

Prior Knowledge Required

- previous completion of program request/course selection forms
- familiarity with the use of graphic organizers
- ability to extract information from a text
- familiarity with verb tenses: present, future.
- familiarity with modals: *could, might*.

Teaching/Learning Strategies

1. Introduce the activity by having students write or discuss the activities they like to do, the subjects they like best and what they want to do when they complete secondary school.
2. Students complete the Interest Survey in the software program *Choices* or any of the interest/skill inventories available through Student Services (*Canada Prospects* and *Ontario Prospects* publish these kinds of surveys in their newspapers). There are two versions of the *Choices* Survey and students' may choose the language level appropriate for them. The program generates a list of careers based on the student's answers. Have students print a copy of the results from the computer. They then make a journal entry about the results of their survey and reflect on the findings: *Were they surprised? Did they learn new information about their career choices? What was that information?*
3. Students choose a "cool career" based on their Interest Survey and complete the graphic organizer in Appendix E. There is space allocated for two choices. Students choose their own preference and another choice which is currently in demand. In the workforce, this choice is referred to as "the trendsetter." Use collected materials such as *Canada Prospects, The Edge*, and selected web sites with career profiles for students to use for research. Give students the chart "Practice Education Plan." The compulsory courses are listed; the elective courses have been left blank. (Appendix D) They complete the course selection based on their personal career preference. Assess both graphic organizers. Place in portfolio.

Assessment/Evaluation Techniques

- Use graphic organizer (Appendix E – Cool Career Chart) to assess student's skill in transferring information into a chart format (summative). BWR1.01, 2.01
- Use the Practice Education Plan (Appendix D) to assess students' ability to extract information from selected materials (summative). BRE1.01, BWR2.01

Accommodations

- Provide activities found in "Canada Prospects."
- Find pictures of various jobs, label them, and write out a job description. (Strategy 3)
- Have students discuss the definition of *goals: short-term goals and long- term goals.* Students put the goals into either short-term or long-term goals to help them begin thinking about the future.
- For enrichment, read *Quilted Landscape Conversations with Young Immigrants* to see how other young people face choices and write a personal response in their journal.
- See *Canadian Concepts 3*, (pp. 33-39), and *A Canadian Conversation Book One*, (pp. 106-120) for additional activities and readings on the workplace.
- Students new to Ontario Schools may need some review and assistance in completing the Practice Education Plan.

Resources

Canada Prospects. Canada Career Consortium.

Ontario Prospects. Ontario's Guide to Career Planning.

The Edge. Human Resources Development Canada. Free Facilitator's Guide available. Call toll free @ 1-888-533-5683

Berish, L. and S. Thibaudeau. *Canadian Concepts 3.* Toronto: Prentice Hall, 1992.

Carver, T.K., S.D. Fotonos, and C.A. Cooper. *Canadian Conversation Book: Book One.* Toronto: Prentice Hall, 1993.

Porter, J. *New Canadian Voices.* Toronto: Wall & Emerson, Inc., 1991.

Strom, Yael. *Quilted Landscape.* New York: Simon & Shuster Books for Young Readers, 1996.

Annual Education Plan used in your school

Activity 4: Positive Solutions

Time: 420 minutes

Description

Students explore strategies for conflict resolution through writing dialogues, letters and role-playing. They read selections exploring problems arising from the experience of living between cultures. Students learn about conflict resolution and the language of negotiation, write dialogues, and role-play a variety of situations. For the teen-zine students write a letter suggesting solutions to prescribed conflicts.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations

❖BORV.01 - participate in conversations on familiar topics in some social situations;
❖BORV.04 - communicate orally, using accepted word order, common tenses, and other features of English grammar with some a range accuracy and consistency;
❖BREV.01 - respond to of short fiction and non-fiction texts, using a variety of strategies;
❖BWRV.01 - write in a variety of forms;
❖BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work.

Specific Expectations

BOR1.01 - maintain face-to-face conversations on familiar topics;
❖BOR1.06 - use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions;
❖BOR1.08 - use the customary stress and intonation patterns of English speech to emphasize meaning or to express feelings (e.g., add emphasis to certain words; use intonation to express surprise);
BOR2.04 - use common tenses, adjectives, adverbs, conjunctions, prepositions, common idioms, some two-word verbs, and some interrogative and negative constructions appropriately and with some consistency;
❖BOR3.01 - use and respond appropriately to common non-verbal signals (e.g., gestures, handshakes, eye contact);
BOR3.02 - exchange information about cultural variations in non-verbal communication (e.g., discuss the gestures, facial expressions, or the conventions of eye contact of various cultures);
❖BWR1.01 - write short journal entries, notes, dialogues, narrative, autobiographies, reports, personal responses, and letters, with teacher guidance;
BWR2.01 - generate and organize ideas for writing, using graphic organizers provided by the teacher (e.g., charts, webs, and timelines);
❖BWR2.02 - compose a first draft of a simple composition;
❖BWR3.02 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;
❖BWR3.03 - use a variety of simple sentence patterns in their writing;
BSC2.02 - ask questions of teachers and peers for clarification and to obtain information;
BSC2.03 - use their first language when appropriate to understand and communicate (e.g., request clarification; link new learning to background knowledge, use a bilingual dictionary).
Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- Choose the dialogues from *Voices Past and Present* (pp. 234-236).
- Write out on slips of paper possible situations involving a conflict/dilemma. See Appendix F for suggestions.
- Teacher Advisor Group materials often have exercises which give students opportunities to practise conflict resolution in role-play.
- Make sufficient copies of Appendices F, G, and I.

Materials Needed

- voices Past and Present
- multiple copies of Appendices F, G, and I

Prior Knowledge Required

- knows and understands the past tense
- understands question forms
- uses descriptive vocabulary
- some familiarity with language of negotiation (agreement/disagreement/asking for clarification/apology)

Teaching/Learning Strategies

1. Assign parts to students from the dialogues, "The New Music" and "My favorite Meal" (*Voices Past and Present,* pp. 234-236). Have students present these in class. Identify the conflict in a class discussion. Record on a chart and then write on pieces of paper for use in Teaching/Learning Strategy 3. State the arguments each gives to persuade the other and explain how the conflict is resolved.
2. Teach language of agreement/disagreement by teaching strong agreement (*absolutely, certainly, sure, I agree entirely, that's just what I think, that's exactly what I was thinking*, etc.) weak agreement (*I don't mind, I suppose so, okay, sure, but*, etc.) disagreement (*I don't agree with you, I disagree, I don't think that's right*, etc.). An exercise such as a "disagreeing game" where students think of a statement that others can disagree with is one way to teach the language of disagreement. Students use expressions to disagree with anything that is said in the game. Students then discuss the techniques of negotiation/ brainstorm and review language of negotiation. (See Azar for additional exercises.) Ask students to talk about cultural variations in non-verbal communication.
3. Students choose a situation to role-play or have students 'pick out of a hat' one of the situations from Appendix F. In pairs, students write out the dialogue. They introduce the situation by identifying the characters, describing the setting and presenting the problem, including any important background information. They role-play the dramatized version of their conflict/resolution. Tell students they are being assessed for the appropriate use of the language of agreement/disagreement in their role-play.
4. When role-plays are finished have students complete a chart which identifies styles and techniques of conflict resolution (Appendix I). Place in Portfolio.
5. Write a letter requesting help and suggesting a solution to one of the "situations". Students should be directed to use modals, for example, *I suggest..., you had better..., you could..., perhaps you would..., you really should*. Review with students the writing process: write a draft, peer edit using the letter checklist (Appendix G), revise and rewrite.

Assessment/Evaluation Techniques

- Assess role play of conflicts with an emphasis of language of agreement and disagreement (summative). BORV.01, BOR1.06, 08
- Evaluate the letter of advice (summative). BWRV.01, BWR1.01, BWR3.02

Accommodations

- Students may be paired.
- Use pictures to present students with a conflict situation and have them identify and predict a resolution.
- Narrate a situation and have students retell the story.
- Distribute copies of various advice letters and separate responses. Students match the responses to the appropriate letters.

Resources

Azar, B. *Fundamentals of English Grammar, 2nd edition*. Toronto: Prentice Hall Allyn and Bacon, 1992.
Porter, J. *Voices Past and Present.* Toronto: Wall & Emerson, Inc., 2000.

Activity 5: Working Together

Time: 240 minutes

Description

Students learn about the skills necessary to prepare for the community service component of OSS. They read stories about volunteering and community service and learn about the mutual benefits of volunteering. They practise interviewing student volunteers and compile a list of places that accept volunteers. A brief summary of the interview and the list of places will be added to the Teen-zine.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations

BORV.01 - participate in conversations on familiar topics in some social situations;
BORV.04 - communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency;
❖BWRV.01 - write in a variety of forms;
❖BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work;
BSCV.01 - demonstrate understanding of a respect for the wide variety of cultures and languages in Canada.

Specific Expectations

BOR1.01 - maintain face-to-face conversations on familiar topics;
BOR1.06 - use short sentences and phrases to tell stories, recount events, provide directions or instructions and give opinions;
BOR2.04 - use common tenses, adjectives, adverbs, conjunctions, prepositions, common idioms, some two-word verbs, and some interrogative and negative constructions appropriately and with some consistency;
B0R4.01 - view, read, and listen to media works to obtain formation and complete assigned tasks (e.g., school announcements, television and radio news, newspaper advertisements, short geography documentaries on Canada, CD-ROMs, online databases with information on and images of Canada);
BRE1.01 - demonstrate understanding of fiction and non-fiction texts designed or adapted for second language learners (e.g., by completing graphic organizers, participating in teacher-led discussions, retelling content, relating information to background knowledge, and making a personal response);
❖BWR1.01 - write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance;

BWR2.01 - generate and organize ideas for writing, using graphic organizers provided by the teacher (e.g., charts, webs, and timelines);
❖BWR3.01 - compose a short paragraph containing simple and compound sentences;
❖BWR3.02 - use common tenses and verb phrases, adjectives, adverbs and some conjunctions in their writing;
❖BWR3.03 - use a variety of simple sentence patterns in their writing;
❖BSC1.05 - communicate information about current events (e.g., write brief notes or send e-mail messages about current events as presented on television; discuss elections as presented in newspapers or magazines);
BSC2.02 - ask questions of teachers and peers for clarification and to obtain information.
Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- Students need to know how volunteering works in Canada and how it functions as a component of the OSS. A discussion about the process of becoming a volunteer, the safety issues around volunteering and the places to volunteer will be necessary. Students move from the general concept of volunteering to the more personal and specific task of fulfilling their diploma requirement for OSS.
- Arrange to have a student/parent/teacher/member of the community, come to the class and tell about their volunteering experience and answer any questions the students may have.
- Have a class set of "*Summer's Coming - Guide to Summer Work & Learning Opportunities*" for students to use to get information on volunteering.
- For suggestions on questions to ask volunteer agencies and questions you can expect to be asked, see the booklet
- Make the Classified section of newspapers available.
- Make copies of Appendix H (Report Checklist).
- Consult with Student Services for available material and information about summer jobs and volunteer opportunities.
- Check web sites www.volunteer.ca and Volunteer Opportunities Exchange (VOE) www.voe-reb.org.
- Check community volunteer centers, newspapers, and radio stations for volunteer opportunities.

Prior Knowledge Required

- composes questions
- uses appropriate pronunciation of names and intonation

Materials Needed

- chart paper, markers
- voices Past and Present
- multiple copies of Appendix H
- multiple copies of *Summer's Coming - Guide to Summer Work & Learning Opportunities* and *Volunteering Works!*
- classified sections of a newspaper

Teaching/Learning Strategies

1. Divide class into groups. Assign a story to each group from the section in *Voices Past and Present* (pp. 174-229) titled "Strong Canadians". Each group reads a different story and reports their findings about what the people did and what made them newsworthy back to the class.

2. Discuss the mutual benefits of volunteering. Ask, *What is to be gained from volunteering*? Ask students to relate stories from their readings and from their own background about people who have volunteered.
3. Use chart paper to record answers. Generate a "giant list" of volunteer opportunities and add to this list by checking the newspaper classifieds in the volunteer column and in Student Services. Have students make up their own list to add to their portfolio.
4. Students revisit their notes from Choices outlining their personal strengths and preferences. Students write a journal entry noting which strengths and preferences would be useful for volunteering.
5. Brainstorm questions to ask a volunteer. Invite someone from school/community/students/ staff/parents to speak to the class to describe their volunteer work and answer questions. Students summarize the interview to add to their portfolio. The summary report will include answers to the questions, *who, what, where, when* and *how*. Assess using the report checklist, Appendix H. Remind students to use simple and compound sentences. Model for students the technique of joining ideas in compound sentences. For example, "I want to write about Mary. She volunteers with the Student Ambassadors Club and she also helps with Peer Tutoring." Do this with the conjunctions, *but* and *so.*
6. Frequent comprehension checks and vocabulary teaching should be a part of this activity.

Assessment/Evaluation Techniques

- Evaluate the report using Appendix H (summative). BWRV.01, BWR1.01, 3.01, 3.02, 3.03

Accommodations

- Pair students.
- Students develop their own questions to ask a volunteer agency and place a call to the agency. They report back and add to the giant list of agencies.
- Use the language experience/whole language approach after hearing the volunteers speak. This builds on students' prior knowledge and experience in interviewing the student volunteer. Be sure to include simple and compound sentences, using *and, but,* and *so*.

Resources

Summer's Coming - Guide to Summer Work & Learning

Volunteering Works! Contact Volunteer Canada at 1-800-670-0401

Porter, J. *Voices Past and Present.* Toronto: Wall and Emerson, Inc., 2000.

Web Sites

www.volunteer.ca

Volunteer Opportunities Exchange (VOE)
www.voe.reb.org

Activity 6: Teen-zine

Time: 120 minutes

Description

As a culminating activity students demonstrate the skills and learning that they have acquired during the course of the unit by creating a Teen-zine composed of work taken from their portfolios. They organize their work in a magazine format, create headlines and peer-edit their work. The final project will be presented to their classmates. The Teen-zine and the oral presentation will be evaluated.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

Overall Expectations

❖BORV.02 - recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech;
❖BORV.04 - communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency;
❖BORV.05 - use appropriately some features of language that indicate different levels of formality in English;
❖BORV.06 - demonstrate comprehension of key information from media works;
❖BWRV.01 - write in a variety of forms;
❖BWRV.03 - use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work;
BSCV.03 - participate in some school and community activities;
❖BSCV.04 - demonstrate adaptation to school norms, key teacher expectations and classroom routines.

Specific Expectations

❖BOR1.06 - use short sentences and phrases to tell stories, recount events, provide directions or instructions and give opinions;
❖BOR1.07 - use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories, and stating opinions;
❖BOR2.02 - restate important information from presentations that include visual aids (e.g., pictures, charts, models);
❖BOR2.04 - use common tenses, adjectives, adverbs, conjunctions, prepositions, common idioms, some two-word verbs, and some interrogative and negative constructions appropriately and with some consistency;
❖BOR3.03 - demonstrate knowledge of appropriate verbal behavior in a variety of contexts (e.g., conventions for making requests, interrupting, leave-taking);
❖BOR4.01 - view, read and listen to media works to obtain information and complete assigned tasks (e.g., school announcements, television and radio news, newspaper advertisements, short geography documentaries on Canada, CD-ROMs, online databases with information on and images of Canada);
❖BRE3.01 - extract information from specific features of text (e.g., headings, margin notes, glossaries, charts, diagrams, photos);
BSC2.05 - participate in some school activities, special events, sports or clubs;
❖BWR2.01 - generate and organize ideas for writing, using graphic organizers provided by the teacher (e.g., charts, webs, and timelines);
BWR2.03 - use simple word processing software to compose and edit pieces of writing;
BWR2.04 - use simple graphics software to format and embellish pieces of writing;
❖BWR3.01 - compose a short paragraph containing simple and compound sentences;
❖BWR3.02 - use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;
❖BWR3.03 - use a variety of simple sentence patterns in their writing;
❖BSC2.04 - use school and community resources to support classroom learning (e.g., libraries, computers, tutoring programs, study rooms).

Note: The symbol ❖ indicates that an expectation is being assessed in this activity.

Planning Notes

- Have available class sets of *The Edge*, as examples of a teen-zine.
- Arrange for students to use the computer lab to complete articles/graphics for their Teen-zine.
- Students put together a teen magazine using the work from their portfolios. All activities listed in the Portfolio Table of Contents have been completed and previously evaluated.
- Make copies of the Teen-zine Rubric (Appendix J) and distribute as a guide for students.
- Make copies of the Teen-zine Oral Presentation Evaluation (Appendix K) and distribute.
- Keep samples of student works to use as exemplars.

Materials Needed

- file folders (to be used as covers), staplers, markers

Prior Knowledge Required

- an understanding of editing
- organizational skills
- multiple copies of Appendices J and K
- copies of *The Edge*

Teaching Learning Strategies

1. Distribute copies of *The Edge* for students to research the layout, format, and content of a magazine.
2. Discuss the layout, format and content of the Teen-zine they are developing. Decide on a name for the publication.
3. Distribute the rubric (Appendix J) and explain the criteria.
4. Organize students into groups of five in order to represent each activity covered in this unit. Each group produces one teen-zine with every member contributing at least one assignment. Students use the Table of Contents (Appendix L) to organize and complete the assignment.
5. Discuss with students the requirements of the oral presentation based on Appendix K. Give the groups time to organize and rehearse their presentations.
6. Students present their Teen-zine to the class. They will be assessed for their oral presentation (Appendix K) and the Teen-zine (Appendix J).

Assessment/Evaluation Techniques

- The Teen-zine will be evaluated based on a rubric (Appendix J) (summative). BWRV.01,.03, BSCV.04, BRE3.01 BSC2.04
- The oral presentation will be assessed according to Appendix K – Assessment of Oral Presentation (summative). BORV.02, .05,.06, BOR1.06, 1.07, 2.02, 4.01; BWR2.01

Accommodations:

- Students may use illustrations and make advertisements.
- Where schools have Desktop Publishing, it may be possible to have the magazine published through the class.

Resources

The Edge. Human Resources Development Canada: Call toll free @ 1-888-533-5683

Appendix A

Self-Esteem Inventory Likes/Dislikes Sentence Completion

Name: Date:

Part 1 Complete the sentences.

1. My friend is someone who
2. My favorite activity is
3. My favorite T.V show is
4. My favorite subject is
5. My favorite song is
6. My favorite food is
7. My favorite place is
8. My best memory is
9. People usually say I am good at
10. I want to be more
11. I worry about
12. If I could I would change
13. I get upset when
14. I'm proud of

Part 2 Multiple Choice: Circle your choice (There are no right or wrong answers)

1. When I graduate, I'd like people to say I am
   (a) so friendly
   (b) so smart
   (c) so good looking
2. I wish I were older
   (a) sometimes
   (b) often
   (c) all of the time
3. I can make up my mind without too much trouble
   (a) never
   (b) all of the time
   (c) most of the time
4. I'm sorry for the things I do
   (a) usually
   (b) rarely
   (c) occasionally
5. I give in easily
   (a) hardly ever
   (b) frequently
   (c) always
6. I'm pretty happy
   (a) all of the time
   (b) when I'm by myself
   (c) when I'm with a lot of people

Appendix B

Ten Self-esteem Boosters

1. Spend more time with people who encourage you and less with those who don't.
2. Observe and learn from people who you think are confident and successful.
3. Seek advice from peers and adults you admire.
4. Stand up straight and walk with good posture.
5. Participate in physical activities and exercise regularly. (It's good for the mind and body.)
6. Follow your own instincts, interests, and preferences. Learn to recognize a fad.
7. Learn to admit when you've made a mistake. . . and apologize.
8. Reward yourself for success you've worked hard for.
9. Accept compliments with a smile and say, "Thank you."
10. Think something positive about yourself every night before you fall asleep and every morning before you get out of bed.

Appendix C

Template for True-/False- Type Statement

Sample Statements:

1. I keep a journal.
2. I sing in the shower.
3. I daydream a lot.
4. I'm scared of answering questions.
5. I get very nervous before tests.
6. I like going to the movies.
7. I rather play sports than watch them on TV.
8. I'm nervous about talking to my teachers.
9. I spend too much time playing video and computer games.
10. I like to be the centre of attention.

Appendix D

Practice Education Plan

Grade 9	Grade 10	Grade 11	Grade 12
English	English	English	English
Mathematics	Mathematics	Mathematics	
Science	Science		
Geography	History		
French	0.5 Civics/0.5 Career Studies		
Phys. & Health Ed.			

Grade 9 Credits _____ Total to date _____

Grade 10 Credits ____ Total to date _____

Grade 11 Credits ____ Total to date _____

Grade 12 Credits ____ Total to date _____

Compulsory Courses

____ 4 English, 1 per grade

____ 3 Math

____ 2 Science

____ 1 additional Science at Grade 11 or 12, or 1

____ 1 Canadian history

____ 1 French

____ 1 Arts

____ 1 Physical and Health Education Technology at Grades 9-12

____ 1 additional course in PHE or arts or Business

____ 1 civics and careers

____ 1 additional course in English or a third language or in Social Science

+12

30 Credits in Total

Appendix E

Cool Career Profile

Name: Date:

	My Preference	Trendsetter
Cool Career		
The Job		
Education Requirements		
Conditions of Work		
Hours of Work		
Starting Salary		
Benefits		
Employment Opportunities		
Related Careers		

Appendix F

Suggestions for "Situations"

1. Your friend is having trouble making new friends. S/he thinks his/her English in not very good. What should he/she do?

2. Your friend misses friends from his/her native country. S/he thinks that Canadians are too busy to be friends and that people are too selfish and don't open their minds to let in new friends. Write a letter to suggest what he/she should do.

3. Your friend comes from a country where boys and girls do not spend time together. In fact, it is discouraged for teen-age girls to be in the same company with boys. As a result she feels is very shy with boys. Write a letter suggesting what she should do.

4. You find that your new friend does not know how to make friends in a new country. All the customs seem to be so different and your friend is very shy. Write a letter to suggest what your friend should do.

5. A new student in class, just arrived from Israel, is originally from the Ukraine. He speaks Russian and Hebrew, but not very much English. He is beginning to forget his Russian and doesn't feel comfortable living in Canada. Write a letter to suggest what he might do to feel better.

6. A new friend in class tells you that they like a boy/girl from another country. Their customs are very different and their parents do not like them to date boys/girls from outside their culture. It is against their culture to fall in love. Write a letter to advise the student what to do.

7. In talking to a new student you learn that s/he did not want to come to Canada. They are here only because their parents decided to come. They would really like to return home and are always arguing with their parents about how boring life is in Canada. Write a letter to suggest what s/he might do to make things better.

8. Your new friend tells you they feel they cannot be popular unless they smoke and dress like the other students. They come from a culture that is very strict about what to wear and do. Your friend does not know what to do and is very upset. Write a letter to suggest what you think your friend should do.

9. A new student is entering the class for the first time. Write a letter giving advice to help the new student adjust to a new environment.

10. A new student in class confides in you that she thinks Canadian students are very unfriendly. Because your friend is the stranger s/he feels that it is Canadian students who should speak first and make him/her feel comfortable. Write a letter to advise your friend about what you think she/he should do.

Appendix G

Letter Checklist

Name: Date:

A) Mechanics

- ❑ Capitalizes letters correctly
- ❑ Uses appropriate punctuation
- ❑ Spells words without errors
- ❑ Uses correct verb forms
- ❑ Uses appropriate modals for making suggestions

B) Form

- ❑ Interesting topic sentence
- ❑ Interesting concluding sentence
- ❑ Indents first word of paragraph
- ❑ Uses appropriate capital letters
- ❑ Writes one sentence after another
- ❑ Spaces correctly between words
- ❑ Writes legibly
- ❑ Salutation
- ❑ Closing
- ❑ Date

C) Content

- ❑ Includes content appropriate to the letter of advice
- ❑ Uses vocabulary about giving advice
- ❑ Expresses personal opinion
- ❑ Suggests a course of action

Edited by: _____

Teacher's Comments:

Appendix H

Report Checklist

Name: Date:

Writing Process (completed by the writer)
- ❑ first draft
- ❑ edited
- ❑ final draft

Content /Organization
All the questions are answered:
- ❑ Who
- ❑ What
- ❑ When
- ❑ Where
- ❑ How

- ❑ Interesting topic sentence
- ❑ Interesting concluding sentence
- ❑ Tells what they learned...expresses personal opinion

Style
- ❑ Is the writing clear?
- ❑ Is the sentence structure interesting and varied?
- ❑ Uses compound sentences with *and, but,* and *so*

Form
- ❑ Indents first word of paragraph
- ❑ Uses appropriate capital letters
- ❑ Writes one sentence after another
- ❑ Writes legibly

Mechanics
- ❑ Capitalizes letters correctly
- ❑ Spells word correctly
- ❑ Uses correct verb forms

Edited by _____
Teacher's Comments:

Appendix I

Conflict Resolution Styles

Name

How do you face conflict? Put a check mark ✓ in the column which you think best shows how you face conflict.

Technique	Frequently	Occasionally	Rarely
1. Stay away from the person.			
2. Change the subject.			
3. Try to understand why the other person thinks this way.			
4. Try to change the conflict into a joke.			
5. Say that you are wrong even if you don't believe it.			
6. Give in.			
7. Say you are sorry.			
8. Try to reduce the conflict by identifying certain areas of agreement and disagreement.			
9. Try to reach an agreement.			
10. Pretend to agree.			
11. Get another person to decide who is right.			
12. Threaten the other person.			
13. Fight it out physically.			
14. Play the victim, give in, but let the other person know how much you are suffering.			

Appendix J

Rubric for Assessing the Teen-zine

Name: Date:

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding • Headlines are spelled correctly and appear in the right places	- demonstrates limited competence	- demonstrates some competence	- demonstrates considerable competence	- demonstrates thorough competence
Thinking/Inquiry • organizes and presents ideas and articles appropriately	- demonstrates limited competence in organizing and presenting articles	- demonstrates some competence in organizing and presenting articles	- demonstrates considerable competence in organizing and presenting articles	- demonstrates thorough competence in organizing and presenting articles
• selects relevant information	- demonstrates limited competence	- demonstrates some competence	- demonstrates considerable competence	- demonstrates thorough competence
• completes graphic organizer (Cool Career Chart)	- demonstrates limited competence	- demonstrates some competence	- demonstrates considerable competence	- demonstrates thorough competence
Communication • uses writing conventions: correct sentence structure, spelling, punctuation	- demonstrates limited use of writing conventions	- demonstrates some use of writing conventions	- demonstrates considerable use of writing conventions	- demonstrates thorough use of writing conventions
• uses modals	- demonstrates limited use of modals	- demonstrates some use of modals	- demonstrates considerable use of modals	- demonstrates thorough use of modals
Application • has a clear understanding of a teen-zine	- demonstrates limited understanding of a teen-zine	- demonstrates some understanding of a teen-zine	- demonstrates considerable understanding of a teen-zine	- demonstrates thorough understanding of a teen-zine

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix K

Assessment Of Teen-zine Oral Presentation

Names of Presenters:

Date of Presentation

1. Content:

Circle the appropriate score The student:	**low**			**high**
introduced themselves politely;	1	2	3	4
introduced the topic;	1	2	3	4
showed work samples;	1	2	3	4
explained why the work sample was done well;	1	2	3	4
each member described 1 thing learned;	1	2	3	4
showed examples of what was learned;	1	2	3	4
talked about favourite activity;	1	2	3	4
appeared enthusiastic;	1	2	3	4
concluded the presentation.	1	2	3	4

2. Style:

Circle the appropriate score: The student:				
made eye contact;	1	2	3	4
stood straight and still;	1	2	3	4
could be heard;	1	2	3	4
spoke at an appropriate pace;	1	2	3	4
spoke clearly;	1	2	3	4
followed English stress and intonation patterns;	1	2	3	4

Appendix L

Portfolio Table Of Contents

Name: Date:

Instructions:
Below is a checklist of the activities you will be doing and placing in your portfolio. As you complete each activity, check it off the list and hand it in to your teacher for an assessment. Your teacher will give you the dates they are due and will return the checklist. Keep this list at the front of your portfolio.

	Date Due	Completed Mark
Activity 1: Five Ways to Build Your Self Esteem	_____	❑ ___
Activity 2: True/False Questionnaire	_____	❑ ___
Your Reflection		
Activity 3: Cool Career Profile	_____	❑ ___
Practice Education Plan		❑ ___
Activity 4: Conflict Resolution Styles	_____	❑ ___
Letter of Advice		❑ ___
Activity 5: Questions for Volunteering	_____	❑ ___
Report of Interview		❑ ___